

**DEVELOPING ENGLISH TEACHING LEARNING KITS FOR THE
SCHOOL-BASED CURRICULUM FOR THE FIFTH GRADE OF SDN 14
PELUTAN, PEMALANG, CENTRE JAVA IN THE SECOND SEMESTER
IN THE ACADEMIC YEAR OF 2010/2011**

A Thesis

**Submitted as a Partial fulfillment of the Requirements
for the Attainment of *Sarjana Pendidikan* Degree
in English Language Education**



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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2013**

APPROVAL

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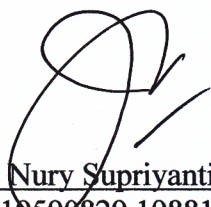


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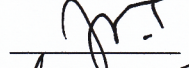
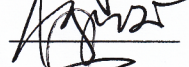

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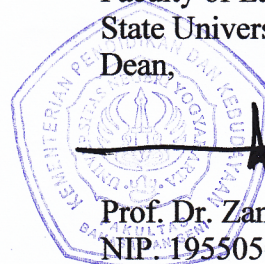
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PERNYATAAN

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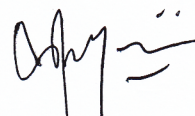
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FOR THE SCHOOL-BASED CURRICULUM FOR THE
FIFTH GRADE OF SDN 14 PELUTAN, PEMALANG,
CENTRE JAVA IN THE SECOND SEMESTER IN THE
ACADEMIC YEAR OF 2010/2011**

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara penulisan karya ilmiah yang lazim.

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Yogyakarta, Desember 2012

Penulis



Wahyuningsih

A decorative border of yellow daffodils with orange centers and green stems. The flowers are arranged in a rectangular frame around the text, with a denser cluster of flowers in the bottom-left corner.

MOTTOS

God, the Absolute.

(Q.S.Al-Ikhlâs: 2)

With hardship comes ease.

(Q.S An-Nasyroh: 5-6)

"Successful indeed are the believers." (QS. Al-Mu'minun: 1)

**"And, when you want something,
the entire universe conspires in helping you
to achieve it"
(The Alchemist)**

Egoism closes the heart to see the truth.
(The researcher)



DEDICATION

This thesis is dedicated to:



My beloved parents, thanks for the love, support, prayer, and patience.



My beloved husband and daughters, thanks for the love, support, prayer and accompanying me in all of my time.



My friends. Thanks for the support, guidance, and joy.

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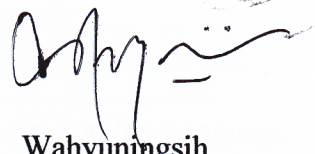
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12. All of people who always have helped and supported me who I cannot mention the names one by one. Thank you so much.

Finally, I realize that this thesis is far from being perfect. However, I expect that it gives contribution to the improvement of the English teaching and learning process in the elementary schools.

Yogyakarta, January 2013

The Writer,



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ABSTRACT

The objective of this research was to design English teaching learning kits which facilitate the teacher in teaching English to elementary school children. The kits are easy to reach, to use, and to understand because they are completed with teacher's guide. The next objective was to find out the characteristics of the appropriate design of materials for the fifth grade pupils of SDN 14 Pelutan, Pemalang.

This is Research and Development (R&D). The research steps of this research consisted of the needs survey, needs analysis, writing the course grid, developing the materials, evaluating the first draft of the materials, revising the first draft, implementing the second draft, and writing the final draft. The instruments of the data collection were questionnaires, an interview guide, and the observation guide. The types of the data were quantitative and qualitative. They were analyzed quantitatively and qualitatively. The materials were evaluated and revised based on the data obtained.

The results of the study were the kits included the course grid, lesson plans, the materials, teacher's guides, hands out, flashcards, a flannel board, and CDs of listening tasks and songs. The result of the study showed that the designed materials had the characteristics of appropriate design of English Teaching Learning Kits proposed by the experts. The result of the expert judgement questionnaires also showed that the mean score of material aspect was *133.54* (Good), the kits aspect was *13.62* (Very Good), and media aspect was *13.77* (Very Good). Therefore, the characteristics of good materials were 1) matching with standard and basic competencies, 2) providing materials which are interesting, motivating, suitable, and organized from easy to difficult level, 3) making the students communicate, interact with friends in English and more active in English class, 4) consisting of individual, pair and group work, 5) including integrated skills, 6) providing songs and games which are appropriate with the topics, easily mastered by the teacher, various, interesting, motivating the students, and having clear games rules. Then, good kits should be easy to use, suitable with the teacher's needs, and provide clear instructions, while good media should be interesting, motivating, and easy to use.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Nowadays, learning English is a need for children although English is still stated as a foreign language in Indonesia. In fact of being a foreign language, not many of Indonesian can speak English fluently and written English correctly in their daily life. According to the researcher's experience as a junior high school student, the teaching methods were traditional. The teacher gave learning materials mostly about tenses and vocabulary, did not give a way in order to use English to communicate in students' daily life. It was too theoretical. As a result, many high school graduates are not fluent in English orally and written.

Considering this reality, since 1994 English has been the part of curriculum 1994 for elementary schools. This curriculum was revised twice in 2004 and 2006. English is not a primary subject; it is only a local content in which the curriculum allows elementary schools to choose one of a number of local contents. Most schools choose English and Computer as a local content for their pupils. Before 1994, English is taught in junior and senior high schools but now it is part of a number of subjects in elementary school. Many problems occurred in the implementation of the curriculum; the main problems are the available teachers to hand it and readiness of schools to implement English as one of subject in schools. English teachers were not ready to teach English in elementary schools because they are used to teach it in junior and senior high schools. As a result, some

primary schools employ teachers with other educational background like law, bachelor of Dutch and so on. They do not have basic knowledge of teaching English to children. Consequently, they teach English based on their knowledge about English without considering whether it is accord with curriculum or not. Many of them use books with grammatical errors. It is true that the published English text books are mostly created for business need than educational purposes. As a result, it becomes a national problem specifically education aspect in Indonesia. It is like homework for our government, especially for the educational department, to find the best solution to overcome it.

The researcher is interested in designing material for grade five of elementary school since she found there were no interesting materials for teaching English for children during her thesis observation in SDN 14 Pelutan, Pemalang, Central of Java. There are some minimum requirement mistakes in students' worksheet or *Lembar Kerja Siswa (LKS)* and also in a course book. Not all pages of those books are colorful; only front pages of each chapter are colorful. The both of books use simple language, some nouns do not use suitable verbs and some prepositions are not match with pictures. Subsequently, she found it is necessary to develop interesting English materials to support the teaching learning activities. It will be packed in a set of kit, including syllabus, lesson plans, media, teaching methods, and schedules. According to Depdiknas there are 600 English books designed for SD to SMA/SMK, but only 16 books which are appropriate according to School-Based Curriculum 2006. It means that it is not a simple work to design an appropriate book or material.

Based on those facts, the teaching material should refer to learners' characteristics, School-Based Curriculum, teachers' teaching ability, the available media in school, and the schools' location though the published books will be appropriate. For teaching learning process in the school, the teacher should be a critical user in selecting the materials for teaching learning.

B. Identification of the Problem

As being mentioned in the background of the problem, appropriate materials are the main point in English teaching learning in schools. It should be created well that covers four language skills based on School-Based Curriculum for elementary schools.

After doing the observation, she found some problems which are related to teaching learning material. Those are handbooks, learners, teachers, lesson plan, material, teaching method, and other factors such as the situation in the class and the schedule of the English session.

The first problem is related to handbooks. Handbooks are the important component in teaching learning process. Based on the research observation in SDN 14 Pelutan, Pemalang the learners use books from Erlangga publisher and LKS from Dimensi publisher. The researcher found minimum requirement mistakes in both of those books but the teacher still use the books.

The second problem is the teacher. The teacher's educational background is bachelor of Dutch. He has limited knowledge and skills in teaching English though he cannot create own English teaching learning materials according to the existing school-based curriculum. As the result, children are bored to learn English in the

classroom because the teacher always asks children to write a lot of vocabulary without giving examples in classroom or school context.

C. Limitation of the Problem

On the basis of the problem identification above, the writer will focus on developing a set of English teaching learning kits for grade V semester two that carries out lesson plans, material proper, media, course schedule, students' worksheet, assessments, and teacher's guide.

D. Formulation of the Problem

Based on the limitation of the problem above, there is only one major problem. The problem is what are the appropriate English teaching learning kits based on the school-based curriculum for the fifth grade of SDN 14 Pelutan, Pemalang?

E. Objective of the Study

In line with the formulation of the problem above, the objective of the research was to develop English teaching learning kits based on the school-based curriculum in the second semester for the fifth grade of SDN 14 Pelutan, Pemalang.

F. Significance of the Study

This research is expected to give some contribution:

1. For the English teacher of the five graders class in SDN 14 Pelutan, Pemalang, the result of the research can be used in teaching learning process.

2. For the fifth grade pupils in SDN 14 Pelutan, Pematang, the designed material probably use in communicating and accessing information, whether written or oral.
3. For policy makers, the result of the research can be used as an input in making appropriate policy related to English teaching learning in elementary schools.
4. For material developers, the result of research can be used as an input in making appropriate materials for five graders of elementary schools.
5. For publishers, the result of the study can be used to publish books and worksheets according to school-based curriculum and guide of English teaching learning.
6. For other researches, hopefully, the result of the research is able to give inspiration to plan and conduct research of the English Teaching Learning Process.

CHAPTER II

THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

1. Learning and Development

a. Piaget's theory

Piaget's theory of intellectual development is strongly grounded in the biological sciences. He saw cognitive growth as an extension of biological growth and as being governed by the same laws and principles. He argued that intellectual development controlled every other aspect of development emotional, social, and moral.

Piaget in Henson (1999) differentiates characteristics of learners based on their cognitive developments. He says that there are four stages in the cognitive development: sensory motor stage (0-2 years), pre-operational stage (2-6 years), concrete operational stage (6-12 years), and formal operational stage (12 years and above). Each stage has major cognitive tasks which must be accomplished. In the sensorimotor stage, the mental structures are mainly concerned with the mastery of concrete objects. The mastery of symbols takes place in the preoperational stage. In the concrete stage, children learn mastery of classes, relations, and numbers and how to reason. The last stage deals with the mastery of thought.

b. Bruner's theory

Bruner developed a theory of cognitive growth. His approach (in contrast to Piaget) looked to environmental and experiential factors. Bruner suggested that intellectual ability developed in stages through step-by-step changes in how the mind is used. Bruner emphasizes the critical importance of the social/interactional context of language learning in the young child. He claims that language was experienced in the context of familiar routines – shared activities which were repeated hundreds of times.

It appears in relationship between children and adult surrounding them. For example, in a family, parents like to read storybook for children at bed time. There is a language activity as a kind of verbal version above and Bruner labeled it as *scaffolding* (Bruner et al in Cameron, 2001). Mostly in western culture, parents aware to their children language development and they mediate it through reading story. In Indonesia, we seldom see it that is why as a teacher to be, the researcher wants to actuate parents to be media for children in scaffolding.

Cameron (2001) notes that parents who scaffolded tasks effectively for children did the following:

- They made the children interested in the task;
- They simplified the task, often by breaking down into smaller steps;
- They kept the child on track towards completing the task by reminding the child of what the goal was;

- They pointed out what was important to do or showed the child other ways of doing part of the tasks;
- They controlled the child's frustration during the task;
- They demonstrated an idealized version of the task.

(adapted from Cameron, 2001: 8)

c. Vygotsky's theory

The Zone of Proximal Development (ZPD) by Vygotsky is a hypothesis that may help to explain, at least indirectly, some of the cognitive requirements necessary to language acquisition. He did not speak directly to second language pedagogy; he did formulate ideas concerning learning and development in children that have important implications for second language teaching.

ZPD's concept describes the difference or the zone between the current knowledge of the child and the potential knowledge achievable with some help from more knowledgeable peer or adult. Vygotsky argues that working within the ZPD is a fertile ground for learning because it starts with what child already knows and carefully builds on it according to the child's immediate needs to go forward. . On the other hand, the ZPD includes all the functions and activities that a child or a learner can perform only with the assistance of someone else. The person in this scaffolding process, providing non-intrusive intervention, could be an adult (parent, teacher, caretaker, language instructor) or another peer who has already mastered that particular function.

Be a result of the researcher's observation, the fifth grade pupils of SDN 14 Pelutan, Pemalang are classified as concrete operational stage and have entered the ZPD. Concrete operational stage is a stage at which children develop skills of logical reasoning and conversation but can use these skills only when dealing with familiar situations such as school and home environments.

2. Teaching English to Children

It is important for teachers of foreign language for children to know that the process of children language acquisition is different from the process of that of children language learning (Krashen in Linse, 2005:12). The process of children language acquisition is a natural process in which children develop language skills in their native language. This process requires an environment where they can get a lot of language input such as at home. However, language learning, as in this elementary school, is often described in the more formal approach to language instruction that takes place in the classroom. Thus children learning foreign language should not be expected to do something in English that would be beyond the reach of native speaker children. In addition, according to Brewster and Ellis (2002:6), the term acquisition refers to picking up a second/foreign language through exposure whereas the term 'learning' refers to a concisions study of a second language/foreign language.

Furthermore, Linse (2006:12) says that when it comes to language acquisition and language learning, it doesn't need to be an either-or

situation. The focus can be on message conveyed and the form of the language being used.

Teaching children in the concrete operations stage involves hands-on learning as well. Brewster and Ellis (2002) argue that children naturally are excellent observers; they have ability to grasp meaning in their first language (L_1) from a variety of sources such as body language, intonation, gesture, facial expression and the social context as well as language itself. Children also like to repeat words and phrases, like to talk even they do not know much language and have skill at guessing and predicting. Teachers need to create a balance in their classrooms between providing support and providing a challenge. If all language work is over-guided then it becomes too easy, safe or repetitive. Similarly, if all work is challenging, too difficult and threatening, learners become demotivated.

Pinter (2009) formulates the aims and objectives of primary English programmes usually include the following possibilities:

- 1) Develop children's basic communication abilities in English;
- 2) Encourage enjoyment and motivation
- 3) Promote learning about other cultures;
- 4) Develop children's cognitive skills;
- 5) Develop children's metalinguistic awareness;
- 6) Encourage 'learning to learn'.

(adapted from Pinter, 2009: 38)

a. Teaching listening and speaking

In English as a foreign language class, a teacher is the main key player because the teacher is the major sources of language input for children. The teacher should have ability in conveying messages in

English to children in order to make them familiar with listening in English. He can use available sources like video and audio tape to accompany his teaching if they are not yet confident about his own language proficiency. Practically, the lengths of video and audio tape usually are too long or too fast. The result is teacher and pupils cannot get information completely. He has to replay the tape twice or more, it wastes time.

Pinter (2009) says that it is easier to listen to the teacher than recordings because he/she can adjust the speed of their speech and modify the language. He/she can also repeat messages and use gestures and facial expressions to help children to work out the meaning. The teacher is not allowed to translate messages into pupils' mother tongue; they will try to understand the teacher's messages from his gestures, facial expressions and pronunciation.

In this situation, a teacher should give a clear idea of what he expects the children to be able to do. The important principle is that children have the opportunity to absorb the language before they have to say anything (Pinter: 2009, 50). Such responses to listening are associated with Total Physical Response in which pupils give responses non-verbally to given input.

Children like talking even they do not know word by word. It is a natural characteristic of children. Teacher can involve it in teaching

speaking. At the beginning of class, it is a good idea to give children familiar topics surrounding them such as personal information, friends and so on. Pinter (2009) suggests teacher to use simple language but purposeful and meaningful pattern drilling and personalized dialogue building, in order to prepare pupils to be able to talk about themselves and their world and to begin to interact with their friends in class and other speakers of the language.

Moreover, Linse (2006) also suggests teachers to avoid unrealistic expectations. She says that when working with children learning ESL or EFL, teachers try to keep in mind some of the issues that impact native English speakers and sure that the expectations are not unrealistic because children work with here-and-now contexts.

b. Teaching reading and writing

Children who are able to read in their native language are at an advantage over children who cannot read in their native language because they understand the key concept that printed symbols can be used to represent spoken words (Linse, 2006: 69). For English-speaking children, the process of learning to read and write takes rather a long time because in English the letter and sound correspondence are not at all direct and consistent. In Indonesia, we have alphabet letters as English has and write them from left to right though it gives one more advantage for English learners.

In order to practice word level reading, many different games and activities can be used. One well known memory card game is often played by matching pictures and words (Pinter, 2009: 71). By matching words and pictures pupils learn to pronounce words and analyse the letters of words.

Pinter (2009) says that writing is a complex skill progressing from the level of copying familiar words and phrases to developing an awareness of text structures, genres, the process of drafting and editing, and writing for audience. Teacher can give reading activities for children through filling crosswords, rearrange random words and phrases and so on. Teacher also can guide children to make cards or invitation.

3. Input and Activities in Language Learning

Input and activities are both components of a task. They are related one another in which the activities are develop based on the input. Below is the brief discussion about of them.

a. Input

Input refers to the spoken, written, and visual data that learners work with in the course of completing a task. Data can be provided by a teacher, a text book or some other sources (Nunan, 2004:47). Ellis (1999:127 as stated in Wang Chen Jun 2006:43) considers that input used to refer to the language that is addressed to the foreign language learners either by a native speaker or by foreign language learner.

In addition, input is also a term used to mean the language that the students hear and read. They can acquire language on their own provided that they get a great deal of comprehensible input, as the suggestion being made by Krashen. There should be some new information that the learners have not known: the input should be, in other words, at a slightly higher level than the student is capable of using, but at a level that he is capable of understanding (Wang Chen Jun 2006:43).

Moreover, Hutchinson and Waters (1987) propose six contents of input, those are: (a) stimulus material for activities; (b) new language items; (c) correct models of language use; (d) a topic for communication; (e) opportunities for learners to use their information processing skills; and (f) opportunities for students to use their existing knowledge both the language and subject matter.

The input used in language learning should be adjusted to their level of development. Thus teachers of foreign language should give comprehensible input to the learners. According to Krashen in Linse (2005) the given input should only a little bit above the learners' language level but still understandable. Moreover, teacher should also support children understanding on the given input by giving various inputs such as pictures, sounds, and real objects and a context of learning for the pupils.

Linse (2006) gives some suggestions to make comprehensible input. Those are:

- 1) set the stage. Provide context.

For example, if you are going to talk about weather, you may want to put up a bulletin board of a scene with pictures of umbrella, snow, rain, and other words related to the topic.

- 2) build schema by relating a new topic to the students' prior knowledge and experiences.

- 3) provide a variety of input. Be sure to provide visual, auditory, and tactile input.

- 4) make the classroom language rich with environmental print such as labels on the wall, posters with words, and children's book.

- 5) model each instruction as it is given. Be sure to give only one instruction at a time so that children can directly link the instruction with the actual directions.

- 6) use language while you are performing different actions.

For example, when you borrow a pupil's pencil, you could say, "May I borrow your pencil, please?"

So far the researcher observed the class of grade five in SDN 14 Pelutan, Pematang, the input of English teaching learning (ETL) is not enough comprehensible. The environment of ETL is not rich appeared,

the audio-visual media seldom used, and the children learn English more theory than practice. Actually, when she taught English using Total Physical Response (TPR) in a game, the children were enthusiastic. They did not feel that they were learning English above.

In relation to the comprehensible input above, games, songs and stories are the comprehensible input for teaching English in SDN 14 Pelutan, Pematang. The fifth graders are able to learn grammar, pronunciation, social interaction and concentration through games, songs, and stories. Based on the researcher's experience of learning English, the grammar was taught explicitly using the formula of tenses. As the result, she couldn't memorize the lesson because the given input was not comprehensible and not interesting.

From the discussion above, the researcher notes that input used in teaching learning should be adjusted to the learners' needs and characteristics. Moreover, a good language learning input should be contextual, especially for young language learners, input should be varied.

b. Activities

Activities are developed based on input to support language learning/acquisition. Through the activities learners can practice to use new languages found in input. The researcher is aware the children's characteristics and she creates learning activities based on those. For

example, children like singing, she sings a song before, after and at the end of lesson though the atmosphere of teaching learning is fresh whenever the children are bored.

The activities for children in this research are full by interesting activities in and out the class such as playing games, singing songs and telling stories. Through those activities, the children are able to learn grammar, pronunciation, vocabulary and so on. In doing those activities, the researcher prepared materials with flashcards, flannel board, hands out and many more in order to facilitate the English teaching learning process.

4. The Use of Games, Songs and Stories in a Foreign Language Classrooms

a. Games

A game is one of teaching techniques that focuses on the ways to motivate the children in their learning. It is one of the best ways to create a different atmosphere in the class. Games also help the pupils to create a context in which children's attention is focused on the completion of task without necessarily realizing that language items are being practiced. Besides, games play central role in a child-centered lesson and make children fully immerse in learning. Furthermore, games prevent the pupils from being bored. Many children seen happy and they concentrate hard when they play games (Paul, 2003:50).

By playing games, very young learners can improve pronunciation, vocabulary, grammar and the four language skills. For

children, games also provide an important link between home and school which help to make them feel more secure and confident. There are many examples of games provided in several course books such as survey game, bingo game and many more.

The advantages of using games:

- 1) They add variety to the range of learning situations.
- 2) They change the pace of a lesson and help to keep pupils' motivation.'
- 3) They lighten more formal teaching and can help to renew pupils' energy.
- 4) They provide hidden practice of specific language patterns, vocabulary and pronunciation.
- 5) They can help to improve attention span, concentration, memory, listening skills and reading skills.
- 6) Pupils are encouraged to participate; shy learners can be motivated to speak.
- 7) They increase pupil – pupil communication which provides fluency practice and reduces the domination of the class by the teacher.
- 8) It helps create a fun atmosphere and reduces the distance between teacher and pupils.
- 9) They can help reveal areas of weakness and the need for further language.
- 10) They can help to motivate and improve writing skills by providing a real audience context and purpose.

(adapted from Brewster and Ellis, 2000:173)

b. Songs

Children love songs, rhymes and chants and their repetitive nature and rhythm make them an ideal vehicle for language learning (Brewster and Ellis, 2000:162). In their daily life children possibly sing a song a day. Primary school teacher can use songs as a media in teaching learning activities. For example, when he wants to teach present continuous tense he can use a song like *Are You Sleeping*. The

song has repetitive vocabulary and tense; if the teacher and pupils sing it for many times though it facilitates teacher in teaching the tense.

Brewster and Ellis (2000) propose advantages of using songs, rhymes and chants in teaching English below:

- 1) A linguistic resource, songs, rhymes and chants:
 - Allow new language to be introduced and structures and vocabulary to be reinforced and recycled;
 - Present familiar language in new and exciting forms and in a rich, imaginative context;
 - Provide for lots of natural and enjoyable repetition;
 - Can be used to develop all skills in an integrated way;
 - Help improve all aspects of pronunciation.
- 2) A psychological/affective resource, they:
 - Are motivating and fun and help develop positive attitudes towards the target language;
 - Are non-threatening and the more inhibited child will feel secure when singing and chanting as a class or in groups;
 - Can encourage a feeling of achievement and build children's confidence by allowing children to learn chunks of language which they can 'show off' or teach to friends or to members of the family.
- 3) A cognitive resource, they:
 - Help to develop concentration, memory and coordination;
 - Sensitize children to rhyming clues as aids to meaning;
 - Can be compiled into song/rhyme books to help children develop good study habits;
 - Accompany actions or gestures help to reinforce meaning, while channeling high level of energy in apposite way.
- 4) A cultural resource, they:

They are from authentic sources and can contribute to the cultural component of language programme. Children can be encouraged to compare with those in their own language.
- 5) A social resource:
 - Singing and chanting together is a share social experience and helps to develop a class and group identity.
 - They can be used as the basis for a performance or show.

(adapted from Brewster and Ellis, 2000)

c. Stories

Children enjoy listening stories whether in their first language (L1) and second/foreign language (L2). Storybooks can provide an ideal introduction to the foreign language as it is presented in a context that is familiar to the child. Stories can also provide the starting point for a wide variety of related language and learning activities. Here are some further reasons why teacher use storybooks:

- Stories are motivating, challenging and fun and can help develop positive attitudes. They can create a desire to continue learning;
- Children can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. This helps develop their own creative powers;
- Listening to stories helps children become aware of the rhythm, intonation and pronunciation of language;
- Storybooks cater for different learning styles and develop the different types of intelligences that contribute to language learning, including emotional intelligence.

(adapted from Brewster and Ellis: 2000:186-187)

5. Curriculum

Curriculum is derived from the Latin *currere*, meaning to run a course. According to Parkay (2010), curriculum is all of the educative experiences learners have in an educational program, the purpose of which is to achieve broad goals and related specific objectives that have been developed within a framework of theory and research, past and present professional practice, and the changing needs of society (Forrest W. Parkay et al, 2010:3)

In this definition, the term educational program has major significance. It means that the curriculum is a planned program developed by teacher and other professionals. This definition of curriculum also incorporates the following points:

- a. The curriculum is preplanned. Curriculum planning involves gathering, sorting, synthesizing, and selecting relevant information from many sources. This information is then used to design experiences that enable learners to attain the goals of curriculum.
- b. The planned objectives of a curriculum are developed in light of theories and research on social forces, human development, and learning, and learning styles.
- c. Many decisions must be made while planning a curriculum and these decisions should be made in light of specific, carefully thought-out criteria.
- d. Planning for instruction is a major part of curriculum planning, because instruction often has a greater influence on learners than the preplanned curriculum, which may be partially, even totally, ignored by teacher. This is as it should be, since the teacher usually has the greatest knowledge of learners and their needs. Nevertheless, when planning for instruction, the teacher, like the curriculum leader, should be guided by theories and research on social forces, human development, and learning, and learning styles.

- e. The curriculum that each learner comes to know is the result of experiences had while participating in learning opportunities provided by the teacher. Thus each student plays an important role in determining the experienced curriculum.

Shambaugh and Magliaro (2006:265) state that curriculum is about what content gets taught. The official body of content to be taught is the school curriculum, which is written down and documented, and for which states, and school boards, and parents hold the school accountable. They argue that the content of school curriculum is influenced by external factors such as national initiatives, state agencies, and professional content area associations, and educational publishers, and social critics. They also propose the local influences on curriculum; those are schools and school districts, teaching and teacher histories, and students, and communities, and parents. Practically, external and local factors influence the implementation of the curriculum including the material development for teaching learning process because its content should refer to the existing curriculum in a country.

In Indonesia the existing curriculum is School-Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Principles of developing the 2004 competence-based syllabus are scientific based, learner's needs, systematic, relevant, consistent and adequate (Dikdasmen 2004:11). Furthermore, there are six steps of developing this syllabus; (1) writing subject identity, (2) formulating standard competence, (3) deciding basic

competence, (4) deciding material and its explanation, (5) deciding learning strategy, and (6) deciding time allocation and resources (Dikdasmen 2004: 25). However, this curriculum is no longer used. In 2006, government launched School -based curriculum (KTSP). For some instances, KTSP is the development of the 2004 curriculum.

The spirit of decentralization, as showed by Act of local Autonomy No. 22, 1999 revised by Act of Local Autonomy No. 32, 2004 and hand in hand with Act No. 20, 2003, is seen in the 2006 curriculum. In this regard, education is not merely central government's responsibility; local government also has responsibility in managing and funding education. Therefore, *Kurikulum Tingkat Satuan Pendidikan (KTSP)* is developed from Standard of content by schools based on their context and potential.

Although KTSP varies between one and other schools, Government gives some regulations stated in Governmental Regulation (PP) No. 19, 2005 concerning National Standard of Education (SNP) at May 16, 2005. It consists of: standard of content, standard competence of graduate, standard of process, standard of educator and administrator, standard of medium and infrastructure, standard of funding, and standard of assessment. Furthermore, all standards are ruled by PERMENDIKNAS.

English, as stated in standard of content (PERMENDIKNAS No. 22, 2006), is learned at elementary school two hours in a week (as *Mulok* for class IV, V and VI), at junior and senior high schools four hours in a week

except for language program in SMU – five hours in a week. Moreover, the standard competence of graduate of English (PERMEN No. 23, 2006) for each level is communicative competence in the form of spoken of language accompanying action for elementary school, in the form of spoken and written for achieving functional literacy level for the junior high school and in the form of spoken and written for achieving informational literacy level for the senior high school.

The purpose of teaching English for elementary schools in this curriculum is to build children's positive attitudes to English. Those are:

- to make children interested to English;
- to build children's confidence to communicate in English orally and in written;
- to increase children communication competence orally and in written through four integrated skills, listening, speaking, reading and writing;
- to make children aware that English is communication media.

Based on those purposes, the English teaching learning in elementary school is created as fun as possible so that children are not bored. There are several themes stated in the curriculum since grade four to grade six such as in classroom, my family, sports and many more. Four integrated skills are taught in those themes through telling stories, playing games and singing songs. All activities appear in the syllabus.

The syllabus, in this curriculum, perceived as the plan of learning process with lesson plan- RPP (PP No. 19, 2005, chapter IV, article 20; PERMEN No. 41, 2007) which consists of standard of competence, basic standard, material, learning activities, learning indicators, assessment, time allocation and resources (PP No. 19, 2005, Chapter IV, article 20; Depdiknas, 2006; PERMEN No. 41, 2007). The syllabus is developed by a teacher or group teacher supervised by department of education based on standard of content, standard competence of graduate and guiding of arrangement of school-based curriculum (Appendix of PERMEN No. 41, 2007).

Furthermore, principles of developing syllabus are scientific, relevance, systematic, consistence, adequate, actual, contextual, flexible and comprehensive (Depdiknas, 2006). Moreover, the steps of development are as follow: (1) investigating and deciding Standard of competence, (2) investigating and deciding basic competence, (3) identifying main topic/material, (4) developing learning activity, (5) formulating indicators, (6) deciding kind of assessment, (7) deciding time allocation, and (8) deciding resources (Appendix of PERMEN No. 41, 2007).

6. Material Development

Material development refers to anything which is done by writers, teachers or learners to provide sources of language input and to exploit

those sources in ways which maximize the likelihood of intake: in other words the supplying of information about and/or experience of the language in ways designed to promote language learning (Tomlinson, 1998:2). The material developers might teacher, students, book writer, etc.

In this research, the material developer is the researcher herself. She developed the material for language learning for young learners, they are five graders. The materials include four language skills; listening, speaking, reading, and writing. In this vacation, the children learn the grammar implicitly through songs, games, and stories.

Before writing the material the researcher should have a need analysis that covers the learners' needs and the available media in the primary school. The data was used in designing the suitable material for pupils.

Nunan (1991:216) proposes eight steps in developing materials as follows:

- 1) Selecting the topic
- 2) Collecting data
- 3) Determining what students will need to do in relation to the texts
- 4) Creating pedagogical activities/procedures
- 5) Analyzing texts and activities to determine the language elements
- 6) Creating activities that focus on language elements
- 7) Creating activities that focus on learning skills/strategies
- 8) Creating application tasks

Look at figure 2.1 below.

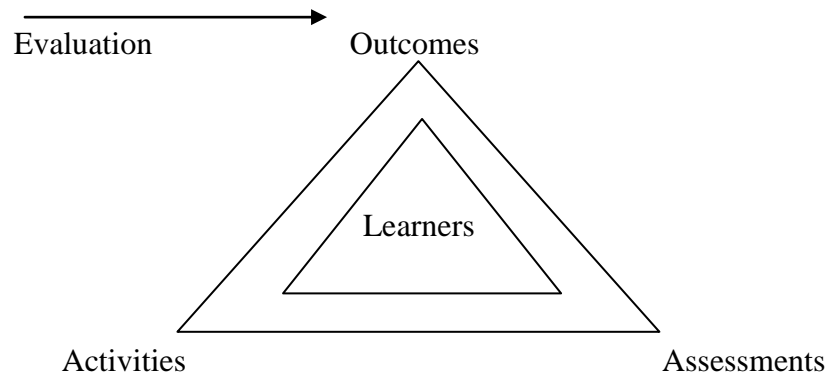


Figure 2.1 Element considered. The learner is at the center of all the elements.

In this figure, Cennamo and Kalk (2005) place the learner as the main factor of all elements. It means the goal of teaching learning should refer to the learners' needs.

In this study, the researcher used the Nunan's steps in developing materials for five graders because the steps are nearly to the research's purposes. She also placed the learner at the center of developing materials process so that the materials are useful and appropriate for them.

7. Assessment

Assessment is the gathering of information for a specific purpose. Assessment differs from evaluation. Assessment refers to collecting information and making judgments of learner's knowledge, whereas evaluation is used when collecting and interpreting decisions

about the effectiveness of an education program (Brindley in Linse, 2006).

There are five reasons of assessing young learners, those are:

- a. *formative*: to increase motivation by making assessment a part of the continuous learning process
- b. *summative*: to give pupils feedback on their progress or achievement at a particular point in time, often done formally through test of various kinds
- c. *informative*: to give pupils, parents and other teachers feedback on progress or achievement
- d. *diagnostic*: to monitor individual pupil's needs and help identify pupils who need special support
- e. *evaluative*: to identify pupils' levels of achievement and select or order pupils according to merit, to check the effectiveness of teachers, teaching materials or teaching methods

(adapted from Cajkler and Addelman 2000 in Linse, 2006)

B. Conceptual Framework

Based on the above-mentioned theories and concepts, the researcher study is intended to focus on designing teaching learning kits refers to school-based curriculum for elementary schools through materials development processes. The processes were presented below:

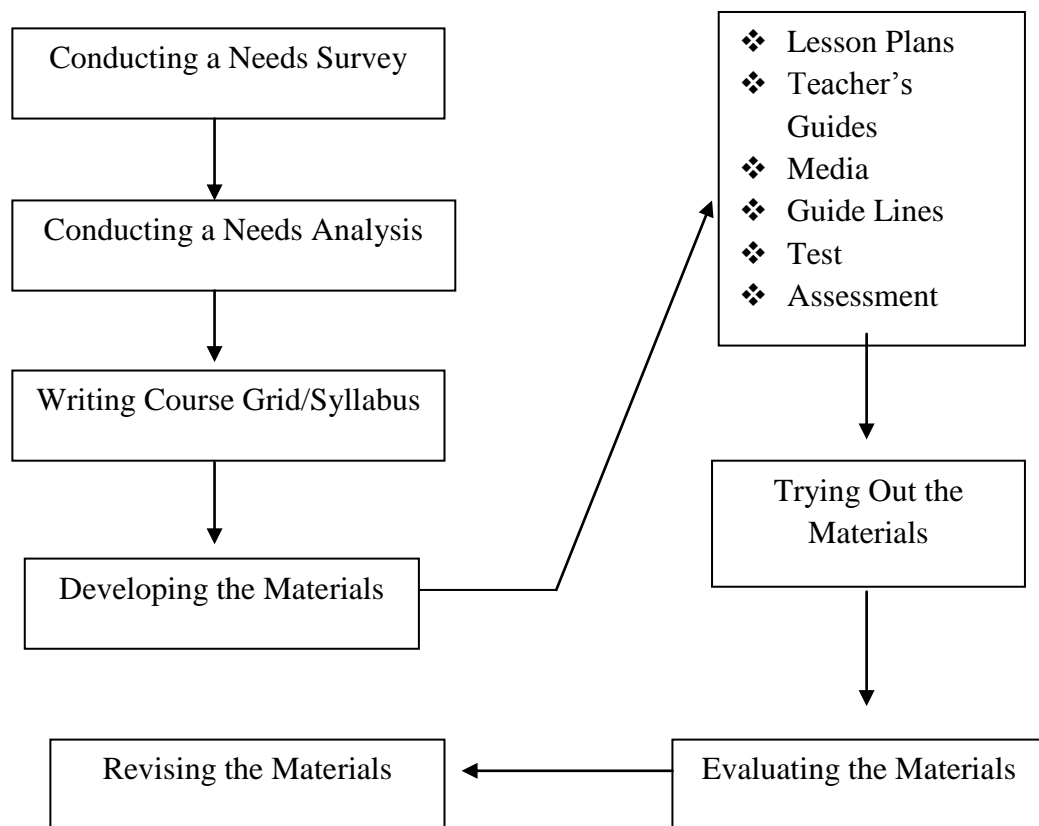


Figure 2.2: The steps of developing materials in this study.

Those processes produced English teaching learning kits for five graders of elementary schools that were implemented at SDN 14 Pelutan, Pemalang. The kits are products like lesson plans, teacher guides, materials, media, flashcards, flannel boards and CDs of listening tasks and songs related to the themes in the materials. The purpose of these products is to facilitate the English teachers from other educational backgrounds in English teaching learning whether in or out the classroom.

CHAPTER III

RESEARCH METHOD

Chapter III puts on emphasis on the research methodology comprising the type of the study, the population and sample, setting, instrument of the research, data collection techniques, data analysis techniques and research procedures.

A. Type of the Study

This study is classified as Research and Development (R&D) that the objective of R&D is a finished product that can be used effectively in educational programmes (Borg, 1983). Gay (1987:10) proposed that R&D refers to an effort to develop effective product for use in educational program, such as teacher's training materials, management system, instructional materials and the like. However the developed products should be directed to meet specific needs and certain detailed specifications. After they are completely designed, they are field-tested and are continuously evaluated and revised until a specific level of effectiveness is achieved (Borg and Gall, 1983:771).

B. Setting

This research took place in SDN 14 Pelutan, Pemalang in the fifth grade class. It is located at Jl. Perintis Kemerdekaan No. 45 Pelutan, Pemalang, Centre Java. It was established on May 1st 1995. There are six classes in the school; those are grade one to grade six. The school has 10 rooms; those are the school principal room, the teachers' room, a library, a toilet and six classes. When the researcher conducted the research in this school, the library has been completed by new audio

visual media for teaching and learning process. Then, she asked the school principal to give permission of using the media in the library. In facilitating the teaching and learning process, SDN 14 Pelutan conducts some extra-curricular such as: sports, *pramuka* and PKS (*Patroli Keamanan Sekolah*).

C. Population and Sample

The population of this study is the fifth grade pupils of SDN 14 Pelutan, Pemalang, Centre Java in the academic year of 2010/2011 and there is one class only.

D. Data Collection

Data collection in a developmental study takes a variety of forms depending on the focus of the research. The data collection techniques are observations, interviews and questionnaires, documents and audiovisual materials. The data in this research was collected in two separate times. The data of learners' needs and characteristics were collected as a base to develop materials. After that the researcher did the second data collection. It was done during the implementation of the material. The second data was used to revise the developed materials.

E. Research Instruments

The types of instruments used in this study were in the form of observation check list, interview guide lines, and questionnaires. The first questionnaire was distributed in order to gain the information about the pupils' needs. Meanwhile, the second questionnaire was given for obtaining pupils' opinions about the developed and implemented tasks.

This study involved four tasks developed. The aim of the research is to find out whether the tasks developed are effective or not by eliciting responses from the participants. The first questionnaire was used to obtain the information about the pupils' need and preference, while the second one was used to find out whether the tasks have been suited with the students' needs and interesting or not.

F. Research Procedures

Regarding two models of the research procedure, the researcher modified and simplified the steps of material writing by Tom Hutchinson and Alan Waters (2003) and the steps of course design proposed by Masuhara (in Tomlinson, 1998). Hutchinson and Waters (2003) propose six steps of material writing as follows:

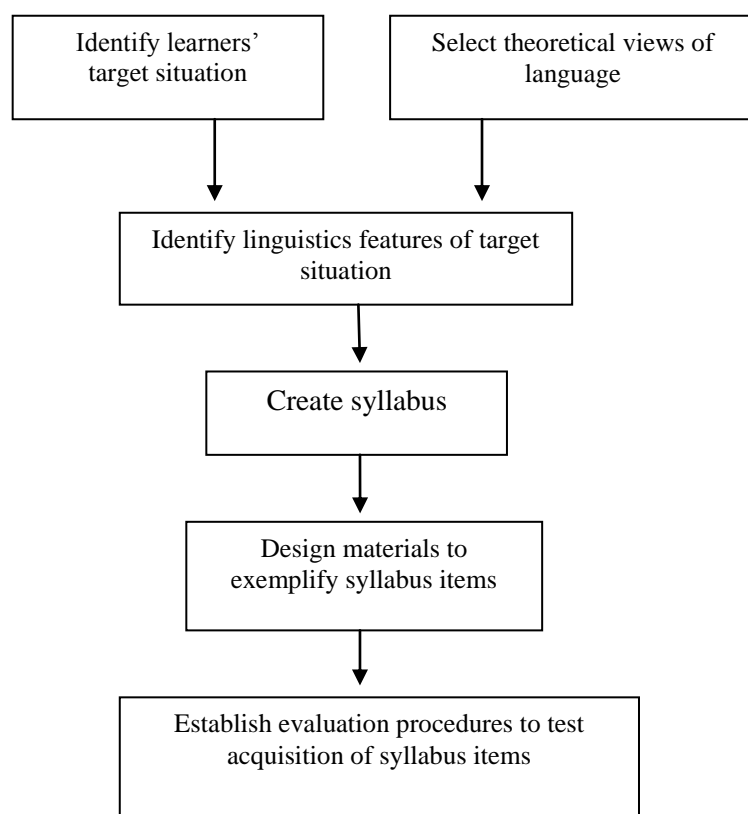


Figure 3.1: A language-centered approach to course design by Hutchinson and Waters (2003: 66)

Further, Masuhara (in Tomlinson, 1998) recommends five steps of course design as follows. He calls it as the linear model X.

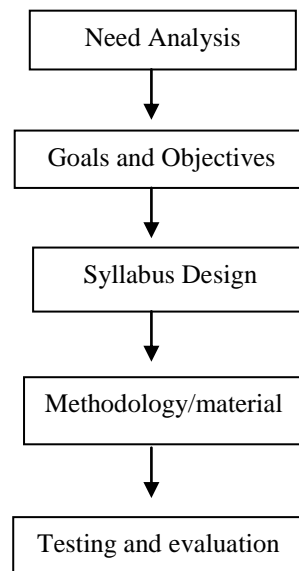


Figure 3.2: Model X of a course design proposed by Masuhara (in Tomlinson, 1998:247)

The researcher used both models as the guidance in doing the research. Actually, she combined and simplified the steps of the models as presented below:

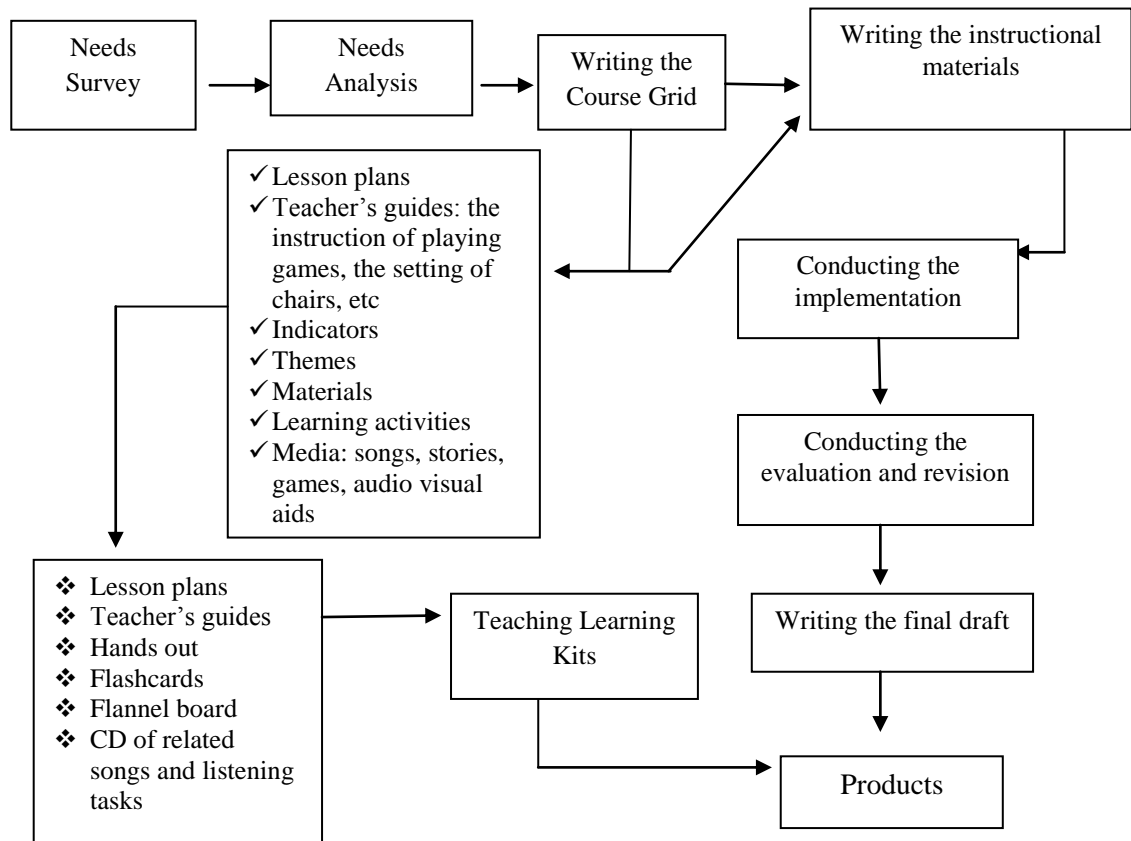


Figure 3.3: The model of the research as the guidance in doing the research procedure (simplified based on Hutchinson and Waters, 2003: 66) and Masuhara (in Tomlinson, 1998: 247)

Here is brief description of each step in the R&D process that was employed in this study.

1. Conducting a Needs Survey

In this stage, the researcher conducted a survey to learners, teachers and school principal through observation, interviews and questionnaires at SDN 14 Pelutan, Pematang. The gained data was used to conduct a needs analysis in the next stage.

2. Conducting a Needs Analysis

The stage was aimed to determine the information about the students' needs and interest in studying English. The information was about the purposes they want in studying English (purposes related to both, real world and pedagogy), their opinion towards the tests they used to have (including the input, activities, student's and teacher's roles, and setting), the guidance needed in solving the given tests, and difficulties they encountered.

3. Writing the Course Grid

In this stage the researcher wrote the course grid based on the School Based Curriculum and the result of the previously conducted needs analysis.

4. Developing the First Draft

At this stage, the researcher used the course grid which has been written in the previous stage as the guideline to develop the first draft. There were four units in the first draft and each unit was completed by a lesson plan, a guide for teachers, media and the material.

5. Evaluating the First Draft

After the first draft of the kits had been finished, the experts evaluated it. In this case, the experts were the researcher's consultants.

6. Developing the Final Draft

The researcher used the suggestions and critics from the experts to revise the first draft. The revised draft then was called as the final draft.

G. Data Analysis Techniques

There were two types of data in this research. The first data was taken from the researcher's teaching reflection and interview in recording transcript form, while second type of the data was taken from the questions in the questionnaires. The data which were in the form of interview result with the children, class teacher and parents were analyzed qualitatively. Moreover, the data collected from the questionnaires were analyzed using descriptive qualitative.

In analyzing the qualitative data the researcher used five steps proposed by Gall.et.all (2003: 453) which were called interpretational analysis. They consisted segmenting the database, developing or selecting categories, coding segments, grouping category segments and drawing conclusions. First the researcher broke the recording transcribed into segments. A segment could be a phrase, a sentence, a paragraph or even several pages of text which contains only one item of information. Next the researcher selected a category system in which she used four categories to evaluate the developed materials. They were goals, inputs, activities and appearance of the materials. Later, the researcher drew conclusions based on the grouped-segments.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter is divided in two parts. First, it presents the result of the study and another presents the discussion as the answers to the questions in the formulation. It includes the children's characteristics, children's needs and interest, the course grid, the description of the developed materials, the kits, the implementation of the materials or the try outs, the evaluation of the developed materials, and the presentation of the developed materials.

A. Designed Materials and Kits

The first step of designing the materials and kits was conducting pupils' need analysis. The next was developing the course grid according to school-based curriculum of English for elementary schools and the last was designing the materials and the needed kits. The following sections describe these steps.

1. Needs Survey

Needs survey was the first step that was done to gain information about the condition of school, pupils, teachers, the available media, and the teaching learning process in the classroom. The result of the needs survey was used in analyzing pupils' needs.

2. Needs Analysis

The next step was needs analysis that was done to gain the data about pupils' needs and interests. The result of the needs analysis was used as a

basic consideration in developing the materials. The researcher conducted the needs analysis by giving the questionnaires to the teachers and pupils.

Table 1: **The Organization of the First Questionnaire for Pupils**

Theory	Information	Items Number	Number of Items	Actual Questions
Getting information about pupils' profile. (Tomlinson, 1998 :240)	<ul style="list-style-type: none"> • name • age • sex • educational background • linguistic background • cultural background • social background 	7	Part A	<ul style="list-style-type: none"> • What is your name? • How old are you? • Are you a boy or a girl? • What grade are you? • What is your first language? • What ethnic group do you belong to? • What is your parents' occupation?
Getting information about pupils' motivation toward learning English (Harmer, 2001:51 and Hutchinson and Waters, 1986:62)	<ul style="list-style-type: none"> • Pride • Achievement • Parents • Friends • Rewards 	6	Part B 1,2,3,4,5,6	<ul style="list-style-type: none"> • Do you like to learn English? • Have you ever joined any English course? • Do you like to buy English books? • Do you like to learn English accompanied by your parents? • Do you like to learn English with your friends? • Do you like to learn English if there is a reward?

(continued)

(continued)

Theory	Information	Items Number	Number of Items	Actual Questions
Getting information about pupils' interests toward learning English (Tomlinson,1998 :240)	<ul style="list-style-type: none"> • topic of the materials • learning activities • learning style • opportunities for out-of-class activity • learning goals and expectations 	10	7,8,9, 10,11, 12,13, 14,15, 16	<ul style="list-style-type: none"> • What topic do you want to learn? • What do you like to do in listening activities? • What do you like to do in speaking activities? • What do you like to do in reading activities? • What do you like to do in writing activities? • What is activity that you like mostly in learning English? • Do you like learning English inside or outside the classroom? • Do you learn English to improve your English mark? • Do you learn English because you want to be able to speak in English? • Do you learn English because you want to read English book/magazine/news-paper?
Getting information about the course book (Hutchinson and Waters, 1986:63)	<ul style="list-style-type: none"> • setting • goal • input 	5	17, 18,19,20, 21	<ul style="list-style-type: none"> • Will the appearance of the course book be colorful or not? • Will the instruction be in Bahasa Indonesia, English or both? • Will the activity be individual/pair/group work?

(continued)

(continued)

Theory	Information	Items Number	Number of Items	Actual Questions
				<ul style="list-style-type: none"> Does the material in the course book improve your English ability? Do you like to read texts?
Getting information about the teaching aids (Hutchinson and Waters, 1986:63)	<ul style="list-style-type: none"> resources learning media 	5	22,23,24,25,26	<ul style="list-style-type: none"> Do you like learning English through games? Do you like learning English through songs? Do you like learning English through stories? Do you want to learn English by using pictures? Do you want to learn English by using cards? Do you want to learn English by using kits?
TOTAL		27	27	

a. The Characteristics of the Pupils

The pupils of the fifth grade of SDN 14 Pelutan, Pematang showed typical characteristics. Some pupils were noisy while others were silent. However, they were enthusiastic with English. There were 29 pupils in that class; 15 female and 14 male. Most of them were from the lower class of society. Their parents had varied occupations such as

fisherman, civil servants, and laborer. The parents' educational backgrounds were mostly elementary schools graduates.

b. Description of the Pupils' Needs

The result of the first questionnaire showed the pupils' interests and needs in English. It revealed the kind of materials that they needed to have. Most of them seemed to like English. They were enthusiastic in singing English songs and playing games. According to Brewster and Ellis' theory (2000:186-187), stories are useful in teaching English to children. In fact, the result of the observation showed that the pupils of fifth grade in SDN 14 Pelutan, Pematang could not follow the lesson through listening stories. However, they agreed that learning English is not always writing vocabularies. They also agreed that learning English through songs and games was interesting in order to improve the four skills in English.

Table 2: The Organization of the First Questionnaire for the Teacher

Theory	Information	Items Number	Number of Items	Actual Questions
Getting information about teacher's profile. (Tomlinson, 1998:240)	<ul style="list-style-type: none"> • name • age • sex • educational background • linguistic background • cultural background 	7	Part A	<ul style="list-style-type: none"> • What is your name? • How old are you? • Are you male or female? • Where did you graduate from? • From what degree are you? • What is your first language?

(continued)

(continued)

Theory	Information	Items Number	Number of Items	Actual Questions
				<ul style="list-style-type: none"> What ethnic group do you belong to?
Getting information about teacher's motivation toward teaching English for children. (Hutchinson and Waters, 1986:62)	<ul style="list-style-type: none"> Language proficiency Teaching experience Training/course program experience 	4	1,2,3,4	<ul style="list-style-type: none"> What level of English proficiency are you? How long have you been teaching English? Have you ever joined English training/course program? Have you ever joined workshop/seminar about teaching English for children?
Getting information about teacher's interests toward teaching English for children. (Tomlinson, 1998:240)	<ul style="list-style-type: none"> curriculum syllabus lesson plan teaching activities teaching style opportunities for out-of-class activity 	12	5,6,7,8,9,10,11,12,13,14,15,16	<ul style="list-style-type: none"> Do you teach English based on the curriculum? What curriculum that you use? Do you teach English based on the syllabus? Do you teach English based on the lesson plan? Which parts of lesson plan that you think it is the most difficult are? Do you teach Vocabulary only? Do you teach Grammar only? What do you do in listening activities? What do you do in speaking activities?

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Theory	Information	Items Number	Number of Items	Actual Questions
				<ul style="list-style-type: none"> • What do you do in reading activities? • What do you do in writing activities? • What is the English activity that you do mostly? • Do you like to teach the pupils inside or outside classroom?
Getting information about the course book (Hutchinson and Waters, 1986)	<ul style="list-style-type: none"> • setting • goal • input • price • accessibility • completeness 	10	17,18,19,20,21,22,23,24,25,26	<ul style="list-style-type: none"> • Will the appearance of the course book be colorful or not? • Will the instruction be in Bahasa Indonesia, English or both of them? • Will the activity in the course book be individual/pair/group work? • Does the material in the course book improve the pupils' English ability? • What input is suitable for the pupils? • How much is the course book which is appropriate for the pupils? • How much is the course book which is appropriate for the teacher?

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Theory	Information	Items Number	Number of Items	Actual Questions
				<ul style="list-style-type: none"> • Do you prefer to use the course book when teaching? • Have you ever faced any difficulty in using the course book? • What do you need when you teach your pupils?
Getting information about the teaching aids (Hutchinson and Waters, 1986:63)	<ul style="list-style-type: none"> • resources • learning media 	7	27,28,29, 30,31,32, 33	<ul style="list-style-type: none"> • Do you think games help you teach? • How many games that you know? • Do you think songs help you teach? • How many games that you know? • Do you think stories help you teach? • How many stories that you know? • What media used in the classroom?
TOTAL		33	33	

c. The Characteristics of the Teacher

The English teacher of SDN 14 Pelutan, Pemalang was graduated from the Dutch study program at *Tujuh Belas Agustus University*, Semarang. His native language and ethnic is Javanese. He once joined an English training/course program in *Pancasila Sakti University* Tegal, but he never joined any workshop/seminar about teaching English for children.

d. Description of the Teacher's Needs

The questionnaire for the teacher was conducted on the same day as the questionnaire for the pupils. The teacher questionnaire showed that the teacher's motivation in teaching English for children was still low because his level of English proficiency was still basic although he had more than four years of experience in teaching English. Besides, in teaching English, he followed neither a syllabus nor lesson plan.

Meanwhile, related to the teacher's preferences in teaching English for children, the results show that the teacher liked to listen and repeat for listening activities. For speaking activities, he liked singing songs. For reading activities, he liked to read aloud the text in the course book. Finally, he liked to write vocabularies for writing activities.

Related to the course book, he had many expectations: being colourful, providing individual activities, as well as providing texts and pictures as the input. He often found difficulties to find suitable material or course book regarding to the syllabus distributed by *Depdikbud*. He expected the course book should include a specific syllabus and lesson plan in *Bahasa Indonesia* for each language competence.

Related to the teaching aids, the conclusion that can be drawn based on the findings is that the teacher liked using games and songs in the teaching and learning process. In fact, he did not have many references for them. He also found difficulties in using media in his teaching.

3. The Course Grid

The results of the need survey and the need analysis were used to develop the first draft of the course grid. It is a guideline in developing the English teaching learning materials and kits that involved four skills in English; listening, speaking, reading, and writing based on the School-based Curriculum for fifth grade of elementary school in the second semester.

The course grid included themes, standard of competency, basic competence, indicators, input, materials, teaching and learning activities, and the kits. There were four themes implemented in this course grid that were developed in units. Those are *Reach for the Sky*, *It's 7 o'clock*, *No Smoking*, and *My Name is Lintang*. Each unit has indicators. In unit 1, there were three indicators. Unit 2 has six indicators. Next, in unit 3 there were two indicators. The last, in unit 4 there were three indicators.

The researcher used songs, simple instructions in the classroom, telling time, written public notice, and games as inputs in the course grid. About the materials, it consists of functions, grammar, vocabulary, and media. The functions were taken from English function such as simple instructions, asking for and giving information, opinions, clarification and personal information. Then, the grammar was taught implicitly through songs, games and examples of the functions in English. It eased the pupils in learning the grammar. Next, nouns, verbs, adverbs, and numbers were the vocabularies involved in the course grid. Things in the classroom,

flashcards, television, DVD player and flannel board were the media in the teaching learning activities.

The teaching and learning activities were also the main point in the course grid. In this part, the teacher and the pupils communicated each others. The steps in the teaching and learning activities were presentation, practice and production.

The last part of the course grid was the kits. It facilitated the implementation of the materials. The kits were lesson plan in English and *Bahasa Indonesia*, teachers' guides in both of the languages, CD of songs and listening tasks, panel board and hands out. The hands out included script of the songs, the rules of the games and personal information form.

The whole and the details are in the form of course grid in the Appendix 2.

4. The Materials Design

a. Designing English teaching learning kits

The researcher designed the kits included the course grid, teachers' guides, lesson plans, CD of songs and listening task, hand out, and a flannel board. In the teachers' guides, there are several steps of teaching and learning activities for the teachers. It guides the teacher in using the designed materials, CDs, hand out and the flannel board. In other words, the kits facilitate the teacher in teaching English in the classroom.

The materials are related to the topics and objectives as mentioned in the course grid explanation. There are many expressions and pictures of the situations which are used to help pupils understand the materials. Moreover, the use of games and songs makes the materials more interesting and enjoyable for the pupils who are young learners.

In addition, the media are also provided to support the materials. There are CDs of songs and listening tasks, pictures of public notices, flashcards, and a blank form, the script of the songs and the rules of the games.

b. Description of the materials

1) Description of unit I

Table 3: **The Map of the Materials in Unit 1**

Class: V / Semester II

Unit 1 Reach for the Sky	
Standard of Competency	Listening <i>5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah</i>
Basic Competence	Listening <i>5.1 Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks sekolah</i> <i>5.2 Merespon instruksi sangat sederhana secara verbal</i>
Indicators	Children are able to: 1. recognize the instructions; 2. do the given instructions; 3. respond to the instructions verbally such as <i>Yes, Mam/sir.</i>

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Unit 1 Reach for the Sky	
Input	<ol style="list-style-type: none"> Simple instructions: <ul style="list-style-type: none"> Clap your hands. Touch your toes. Turn around. Put your finger on your nose. Make a group of four, please. Songs: Reach for the sky and Simon says.
Materials	Functions: Instructions: <ol style="list-style-type: none"> Come to the class. Yes, Mam. Clean the white board, please. Close the door. Please, have a seat. Move your chair. Make a circle. Choose your partner.
	Grammar: Imperative sentences
	Vocabulary <ol style="list-style-type: none"> Verbs: come, move, clean, close, etc. Nouns: bag, pen, door, white board, chair, body.
	Media: things in the classroom, television, and DVD player
Kits	<ol style="list-style-type: none"> Lesson plan Teacher's guide Hands out (script of song, game's rules) CD of related songs and listening tasks

This unit is entitled *Reach for the Sky*. Based on the school-based curriculum, this unit consists of tasks which cover the listening skill. In relation to the listening skill, the pupils are able to respond to the instructions given by the teacher by making actions based on the

instructions. The tasks lead the pupils to be able to speak using the utterances related to the classroom instructions.

The key vocabularies in this unit are related to the classroom actions or instructions and the responses. The instructions are such as *close the door, come to the class, be quite, make a line, listen, switch and off the lamp*. The responses are such as doing the instructions and saying “Yes, sir”. Common nouns in the classroom such as book, broom, chair, duster, pen, pencil, eraser, ruler, table, bag, sharpener, and clock are put in this unit.

There are six tasks in unit 1. Task 1 is used as the warming up to the core activity. In the task, the researcher and the pupils sing a song “*Reach for the Sky*” together. While singing, they touch the parts of the body and move following the lyrics. Next, in task 2 the researcher gives some examples of the instructions in the classroom and the responses verbally and non-verbally. The pupils follow the given examples.

In task 3 the pupils practice the instruction with a partner. The indicator of the task is that the pupils are able to respond to the given instructions by making actions based on the instructions.

Task 4 is same as task 1. The pupils sing the song in task 1. By singing, the pupils can be fresh and prepare the energy for a game in the task 5. The game in task 5 involves all pupils; they play it out the classroom. The indicator of task 5 is the pupils understand the rules of

the game. It can be seen when a pupil as Simon gives the instructions then the others can give suitable responses.

The last task is task 6. The pupils watch a video clip of the song and move the body as same in task 1 and task 4.

2) Description of unit II

Table 4: **The Map of the Materials in Unit 2**
Class: V / Semester II

Unit 2 It's 7 o'clock.	
Standard of Competency	Speaking <i>6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah</i>
Basic Competence	Speaking <i>6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi, memberi pendapat, dan meminta kejelasan</i>
Indicators	Children are able to: 1. ask for information using <i>What time...?, What time do you usually ...?</i> ; 2. give information using <i>It's o'clock, It's past ...It's a quarter to ...</i> ; 3. ask for opinions using <i>What do you think about ...? What is your opinion about ...?</i> ; 4. give opinions using <i>I think ..., In my opinion</i> ; 5. ask for clarification using <i>What do you mean?;</i> ; 6. give clarification using <i>I mean ..., In other words</i>
Input	1. Telling time related to daily activities. 2. Song "Match the clock" 3. Examples of asking for and giving opinions. 4. Examples of asking for and giving clarification.
Materials	Functions: A: "What time is it?" B: "It's one o'clock."

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Unit 2 It's 7 o'clock.	
Materials	A: "What time do you usually go to school?" B: "I usually go to school at 6.30." A: "What do you mean?" B: "What I mean is I like to go to school early though I'm not late."
	Grammar: Present tense: ♦ question sentences using <i>what</i> ..? ♦ S + (usually) verb + O + adverb
	Vocabulary ♦ numbers ♦ Verbs: go, get up, swim, etc. ♦ Nouns: I, you, she, he.
	Media: flashcards, a clock, television, and DVD player
Kits	1. Lesson plan 2. Teacher's guide 3. Hands out (script of song, game's rules) 4. CD of related songs and listening tasks 5. Flannel board

The topic of unit 2 is time and the title is *It's 7 o'clock*. Based on the school-based curriculum, this unit consists of tasks which cover the speaking skill. In relation to the speaking skill, the pupils are able to ask for and give information, opinions and clarification. This unit also presents the tasks in which the pupils are able to apply the time in their daily life.

The key vocabularies in unit 2 are related to numbers; 1 – 60, verbs; go, get dress, have breakfast etc, and personal pronouns; I, you, he and she. The key structures in this unit are divided into two forms.

Those are in the form of the formula S + (usually) verb + O + adverb and question sentences using *what*. The formulas are tended to get the information about time or daily routine.

There are seven tasks in unit 2. Task 1 is a singing task in which the researcher and the pupils sing a song *Match My Clock*. The lyrics of the song show how to read a clock which is related to the theme in this unit. Next, in task 2 the researcher gives some examples of the use of time in daily life in the form of conversation. It includes asking for and giving information, opinions, and clarification. The pupils follow the given examples.

In task 3 the pupils practice the given examples with friends. Then, task 4 is same as task 1. The pupils and the researcher sing the song together for twice. It is useful to refresh the pupils' mood so they are still fresh to do the activities in the next tasks.

Next, in task 5 the researcher gives an example using pictures then the pupils do the exercises in the task 5. In task 6, the pupils play a survey game. In this game they have to ask a friend about his/her daily routines including the time. Then they report it in the available form in Appendix 3. The last task in unit 2 is task 7. In this task, the pupils also play a game that is *Body Clock Game*. There are five steps in the rules of the game and every pupil should follow the rules.

3) Description of unit III

Table 5: **The Map of the Materials in Unit 3**

Class: V / Semester II

Unit 3 No Smoking	
Standard of Competency	Reading <i>7. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks sekolah</i>
Basic Competence	Reading 7.2 <i>Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima</i>
Indicators	Children are able to: 1. pronounce the messages on descriptive pictures; 2. read aloud the written notices in public places.
Input	1. A song “Verb Song” 2. reading notices ticked on a panel board: <i>No Smoking, No Parking, Entrance, Exit, Toilet, etc.</i>
Materials	Functions: A. What is the rule of the notice? B. The rule is no smoking. C. It is a smoking area. A. What can we do here? C. We can smoke a cigarette in this area. A. Where do you see the notice? B. I see it in the hospital.
	Grammar: Present tense: ♦ question sentences using <i>what</i> and <i>where</i> ♦ S + (usually) verb + O + adverb

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Unit 3 No Smoking	
Materials	Vocabulary ♦ Places: smoking area, supermarket, library, etc.
	Media: flashcards, a flannel board, television, and DVD player
Kits	<ol style="list-style-type: none"> 1. Lesson plan 2. Teacher's guide 3. Hands out (script of song, the rules of the game) 4. CD of related songs and listening tasks 5. Flannel board

Unit 3 is entitled *No Smoking*. Based on the school-based curriculum, this unit consists of tasks which cover the reading skill. In relation to the reading skill, the pupils are able to pronounce the messages on descriptive pictures and read aloud the written notices in public places.

The key vocabularies in this unit are related to public written notices such as *no parking*, *keep silent*, *switch off the hand phone* etc. There are seven tasks in this unit. As same as previous units, in the beginning and the last tasks of unit 3 also have singing tasks. It is used as the warming up to the core activity. Next, in task 2 the researcher gives some examples of reading the public notices and its rules. The pupils follow the given examples.

Task 3 is an exercise task in which the pupils should read the rule of the pictures of public notices and where they find it.

Task 4, the pupils put a tick in the box if the pictures and the rules are match.

In task 5 the pupils should write down what we can do in the area of the public notices pictures. Then, task 6 asks the pupils to find out 5 public notices surrounding the school and write it on a piece of paper. Next, task 7 is a playing task. The pupils play the game *Getting around town*. Task 8 is the last task, which is singing a song *in the city*.

4) Description of unit IV

Table 6: **The Map of the Materials in Unit 4**

Class: V / Semester II

Unit 4 My Name is Lintang	
Standard of Competency	Writing 8. <i>Mengeja dan menyalin kalimat sangat sederhana dalam konteks sekolah</i>
Basic Competence	Writing 8.1 <i>Mengeja kalimat sangat sederhana secara tepat dan berterima</i> 8.2 <i>Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima dengan tanda baca yang tepat seperti: ucapan selamat, ucapan terima kasih, dan ucapan simpati</i>

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Unit 4 My Name is Lintang	
Indicators	Children are able to: 1. spell names in English; 2. write an address 3. fill a form.
Input	1. spelling alphabet in English 2. spelling names 3. ABC song
Materials	Functions: A: "What's your full name?" B: "My name is Riza Lintang Sabrina." A: "What is your nick name?" B: "Lintang." A: "How do you spell it?" B: "L-I-N-T-A-N-G. Lintang." A: "Where do you live?" B: "I live at Jl. Teratai no. 13, Pemalang." A: "Thank you." B: "You're welcome."
	Grammar: Present tense: ♦ Questions using <i>what</i> and <i>where</i> ♦ det+noun+be+noun
	Vocabulary ♦ Nouns: I, you, names, places.
	Media: flashcards, a panel board, television, and DVD player
Kits	1. Lesson plan 2. Teacher's guide 3. Hands out (script of song, the rules of the game) 4. CD of related songs and listening tasks 5. Flannel board

The topic of unit 4 is spelling names and the title is *My Name is Lintang*. Based on the school-based curriculum, this unit consists of tasks which cover the writing skill. In relation to the writing skill, the pupils are able to spell names in English, write an address and fill a form.

The key vocabularies in unit 4 related to names of the pupils and places. The key structures in this unit are the questions using *what* and *where*.

There are seven tasks in unit 4. Task 1 is a singing task that is *ABC song*. In task 2, the researcher gives examples of pronounce the alphabet in English and how to spell words and numbers. The pupils follow the given examples.

Next, task 3 asks the pupils to answer several questions in pairs. The questions are related to personal information such as names and addresses. Task 4, the pupils should write down the information in the previous task on the panel board.

Task 5 is a playing task. The pupils play a game, *First to say Z* and the last task is task 6 in which the pupils sing the song as same in task 1.

5. Evaluation of the First Draft of the English Teaching Learning Kits

a. Evaluation of the first draft of the English Teaching Learning Kits

Evaluation by the teachers of elementary schools and English Education pupils was done after the first draft of the English Teaching Learning Kits was designed. There were ten English teachers and three

English Education pupils who evaluated the first draft of the materials. They gave comments and suggestions by filling the questionnaires and revised the first draft. The data of the respondents in the evaluation of English Teaching Learning Kits were presented in Table 7.

Table 7: The Data of the English Teachers

Group of Respondents: English Teachers and Pupils							
Sex		Educational Background			Teaching Experience (years)		
Male	Female	US	UG	PG	0-2	2-5	>5
1	12	4	7	2	3	5	5

Notes:

US : University Student
 UG : University Graduate
 PG : Post Graduate

The result of the questionnaires was divided into two types of data. They are quantitative and qualitative data. The quantitative data were from the participants' opinions, while the qualitative ones were from the participants' comments and suggestions on the designed materials.

1) Participants' opinions

The quantitative data were analyzed using the descriptive statistics. The steps of the data analysis are explained as follows.

- a) Changing the categories into numbers by using Likert Scale. The degrees were categorized in numbers, i.e. 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, and 1 = strongly disagree.

b) Defining the Mean

The total score and the mean of the pupils' agreement toward each aspect in the second questionnaire were presented in Table 8 below.

Table 8: **The total score and the mean**

No	Aspects	Total Score	Mean
1	Material Aspect	1736	133,54
2	Kits Aspect	177	13,62
3	Media Aspect	179	13,77

c) Defining the Ideal Mean and the Ideal Standard Deviation

After defining the Mean, the researcher defined the Ideal Mean and the Ideal Standard Deviation. The result of the Ideal Mean and the Ideal Standard Deviation are as follows.

Table 9: **The Ideal Mean and the Ideal Standard Deviation**

	Aspects		
	Material	The Kits	Media
Number of Statements	31	3	3
Ideal highest score	155	15	15
Ideal lowest score	31	3	3
Ideal Mean (Mi)	93	9	9
Ideal Standard Deviation (SDi)	31	3	3

After getting the Ideal Mean and the Ideal Standard Deviation, the next step was to make the classification of the mean to know the category of the English Teaching Learning Kits. The result is presented in Table 10.

Table 10: Quantitative to Qualitative Data Conversion

Category	Score Range	Aspects		
		Material	The Kits	Media
Very Good	$X > \bar{M}_i + 1,5 SD_i$	$X > 139.5$	$X > 13.5$	$X > 13.5$
Good	$\bar{M}_i + 0,5 SD_i < X \leq \bar{M}_i + 1,5 SD_i$	$108.5 < X \leq 139.5$	$10.5 < X \leq 13.5$	$10.5 < X \leq 13.5$
Fair	$\bar{M}_i - 0,5 SD_i < X \leq \bar{M}_i + 0,5 SD_i$	$77.5 < X \leq 108.5$	$7.5 < X \leq 10.5$	$7.5 < X \leq 10.5$
Poor	$\bar{M}_i - 1,5 SD_i < X \leq \bar{M}_i - 0,5 SD_i$	$46.5 < X \leq 77.5$	$4.5 < X \leq 7.5$	$4.5 < X \leq 7.5$
Very Poor	$X < \bar{M}_i - 1,5 SD_i$	$X < 46.5$	$X < 4.5$	$X < 4.5$

According to the table above, the English Teaching Learning Kits could be categorized into Very Good, Good, Fair, Poor or Very Poor. The material aspect in the English Teaching Learning Kits could be categorized into the Very Good category if the mean is more than 139.5, while it could be categorized into the Good category if the mean is more than 108.5 and less than 139.5. Then, the Kits aspect could be categorized into Very Good if the mean is more than 13.5 and Good if the mean is more than 10.5 and less than 13.5. The Media aspect could be categorized into Very Good if the mean is more than 13.5 and Good if the mean is more than 10.5 and less than 13.5. The category of each aspect in the English Teaching Learning Kits based on the second questionnaire is shown in Table 11.

Table 11: The category of each aspect in the English Teaching Learning Kits based on the second questionnaire

Aspects	Mean	Category
Material aspect	133.54	Good
The Kits aspect	13.62	Very Good
Media aspect	13.77	Very Good

Based on Table 11, the material aspect is categorized into Good because the mean is more than 108.5 and less than 139.5. Then, the Kits aspect is categorized into Very Good because the mean is more than 13.5, while the Media aspect is categorized into Very Good. It is because the mean is more than 13.5. Therefore, since the result of the computation data showed that all aspects were Good and Very Good, the English Teaching Learning Kits were ready to be implemented in the elementary school.

2) Participants' comments and suggestions

Not only giving opinions, the participants also gave their comments and suggestions about the designed Kits. Their comments and suggestions were about the evaluation on the English Teaching Learning Kits in general, its weaknesses, things in the English Teaching Learning Kits that should be added or be eliminated, and suggestions to improve the designed Kits. The brief explanations of the comments and suggestions are as the followings

a) Unit 1

The instructions and the responses should be repeated for many times until the pupils understand and can give appropriate responses for each instruction. The media should be clear. Then, the song in the last task should be changed as same in the task 1.

b) Unit 2

The examples of the clarifying function and the use of clock in daily routines were not enough. The media of the survey game and body clocks game also should be added more.

c) Unit 3

The examples of the pictures and the explanations should be clearer. The media for playing the game should be designed more interesting.

d) Unit 4

The examples of spelling names and addresses should be added more.

e) General

The design of the material lay out, teachers' guides, script of songs, and the rules of the games should be created more colourful and interesting.

b. Revising the first draft of the English Teaching Learning Kits

The revisions of the English Teaching Learning Kits are presented in Table 12.

Table 12: Revisions of the English Teaching Learning Kits

Part	Comments / Suggestions	Taken Action
Unit 1	<ul style="list-style-type: none"> ◆ The instructions and the responses should be repeated for many times. ◆ The media should be clear. ◆ The song in the last task should be changed as same in the task 1. 	<ul style="list-style-type: none"> ✓ Give more examples of the instructions and the responses. ✓ Give more pictures for the media of the game. ✓ The song in the last task has been eliminated.
Unit 2	<ul style="list-style-type: none"> ◆ The examples of the clarifying function and the use of clock in daily routines were not enough. ◆ The media of the survey game and body clocks game also should be clearer. 	<ul style="list-style-type: none"> ✓ The flashcards of daily routines have been added more. ✓ The media of the games have put on the panel board.
Unit 3	<ul style="list-style-type: none"> ◆ The examples of the pictures and the explanations should be clearer. ◆ The media for playing the game should be designed more interesting. 	<ul style="list-style-type: none"> ✓ Some pictures have been removed and changed. ✓ The pictures as the media for playing a game have been designed as interesting as possible.
Unit 4	<ul style="list-style-type: none"> ◆ The examples of spelling names and addresses should be added more. 	<ul style="list-style-type: none"> ✓ Give more examples in task 2.
General	<ul style="list-style-type: none"> ◆ The layout should be made more interesting. 	<ul style="list-style-type: none"> ✓ The layout has been made more interesting.

6. Implementation, Evaluation and Revision of the Second Draft of the English Teaching Learning Kits

a. Implementation and Evaluation of the second draft of the English Teaching Learning Kits

The English Teaching and Learning Kits were implemented from 16 to 19 April 2012. The meetings were conducted only at SDN 14 Pelutan, Pemalang.

1) Unit 1

The implementation of Unit 1 was about *Reach for the Sky*. This was held on Monday, 16 April 2012. There were 29 pupils in the class. It began at 07.50 - 09.00. The English teacher used the English Teaching Learning Kits in his teaching, while the researcher observed the teaching learning process.

After the teacher and the researcher entered the library, the class leader led the greeting and prayer in English. The teacher started the class by playing the *Reach for the Sky* song and inviting them to sing it. They sang the song easily without looking at the script of the song because they have a copy of the song on a CD that they have learned it at home. This is supported by the quotation of the field note below.

P₁: “*Miss Wahyu, kami sudah hafal lagunya lho...karena kami kan sudah mempelajarinya di rumah.*” (Miss Wahyu, we know the song because we have learned it at home.)

R: “Yes, you’re right.”

(Appendix 3, field note 1)

Then, the teacher gave the instructions while moving his body and the pupils followed him. They were very enthusiastic and gave appropriate responses for each given instruction. He repeated it for many times until the pupils understand. In the middle of the lesson, the teacher asked the pupils.

T: “*Apa kalian senang belajar Bahasa Inggris dengan metode ini?*”
(Do you like to learn English using this method?)

P₁: “*Iya, Pak. Tapi kata-katanya ada yang susah diucapkan.*” (Yes, sir. But there were some words we could not pronounce it well.)

T: “*OK. Nanti kita ulangi sama-sama sampai kalian bisa melafalkannya dengan benar.*” (Alright, let’s pronounce the words together until you can pronounce it correctly)

(Appendix 3, field note 1)

Next, to gather the pupils’ motivation, the teacher asked the pupils to sing the song twice. After singing, they looked fresh and ready to play a game. That was playing a game. They played the game out of the library.

In playing this game, the researcher saw they concentrated to the given instructions. Suddenly, there was a pupil named Indra said, “*Hei, Put, koq kamu gerak? Dia kan ngga bilang simon says?*” (Hi, why did you move? Did he say simon says?). Then, Putri replaced Simon. Indra said, “*Kamu sih ngga konsentrasi jadi kamu sekarang yang jadi Simon nya* (You did not concentrate so you became Simon). Putri said, “*Iya, aku nglamun. Tp asyik juga koq main game gini* (Yes, I did not concentrate. But I think it is enjoyable).

(Appendix 3, field note 1)

The pupils were enthusiastic. This supported by this quotation.

P₂: “*Miss, ternyata belajar Bahasa Inggris itu asyik ya.. Kami baru pertama lho main game begini. Lain kali belajarnya pakai game lagi aja ya, Pak.*” (Miss, learning English is enjoyable, isn’t it? It is the first time we learn English using a game. Next time we learn English using games again. OK, sir?)

T: "Of course, we will."

(Appendix 3, field note 1)

In the interview with the pupils, the researcher asked about their interest of the kits, techniques, and the materials. The information about the kits can be seen in the following interview.

R: "*Apa pendapat adik-adik tentang materi lagu "Reach for the sky"?*" (What do you think about the song?)

P₁: "*Seneng banget, Miss. Lagunya pendek dan mudah dihafal, apalagi lagunya langsung diputar di TV kan tambah gampang belajar lagunya.*" (I like it, Miss. It is simple and memorable. Moreover, the teacher played it on TV so it was easy to learn the song.)

P₂: "*Selain itu, teks lagunya diberikan di akhir pelajaran jadi saya bisa mencocokkan antara bunyi kata dengan tulisannya.*" (Beside, the script of the song was given at the end of the lesson then I could compare the pronunciation and the writing.)

(Appendix 4, interview 1)

R: "*Bagaimana dengan game-nya?*" (What about the game?)

P₁: "*Game-nya juga bagus, bisa melatih konsentrasi mendengarkan setiap perintah yang diberikan.*" (The game was good. We learned to concentrate and listen to the given instructions.)

P₃: "*Ya, kalau ada yang nglamun jadi ketahuan. Haha.....*" (Yes, it is true. If there was a pupil did not concentrate we could know from his responds to the instructions.)

(Appendix 4, interview 1)

The information about the teaching and learning technique can be seen below.

R: "*Apa pendapat adik-adik tentang teknik pembelajaran yang saya terapkan?*" (What do you think about the learning and teaching technique that I applied?)

P₁: "*Maksudnya?*" (What do you mean?)

R: "*Maksudnya adik-adik bisa mengikuti cara belajar seperti tadi tidak?*" (I mean, can you follow the lesson?)

P₁: "*Bisa.*" (Yes, we can.)

P₄: "*Bisa. Contoh instruksi dan responnya diulang-ulang jadi mudah belajarnya.*" (Yes, we can. The instructions were repeated so it were easy to learn.)

(Appendix 4, interview 1)

The information about the material can be seen in the following interview.

R: "*Kalau materi belajarnya bagaimana? Mudah atau sulit?*" (What about the material? Was it difficult?)

P₅: "*Ya....sesuai lah. Ngga' terlalu mudah dan nggga' terlalu sulit.*" (I think it is appropriate. It is not too easy and also not too difficult.)

P₆: "*Pertama-tama sih ngga paham karena ada kata-kata yang baru didengar tapi lama-lama paham juga karena diulang-ulang terus. Miss nya sih pakai Inggris terus ngomongnya....?*" (At the beginning of the lesson, I did not understand because there were unfamiliar words. But at the end of the lesson I understood because the words were repeated. Why did you speak English during the lesson?)

R: "*La....kita kan memang sedang belajar bahasa Inggris.*" (We are learning English, aren't we?)

P₆: "Haha...."

(Appendix 4, interview 1)

The information about the goal of the material can be seen in the following interview.

R: "*Kegiatan tadi membantu Adik belajar Bahasa Inggris tidak?*" (Do the activities help you to learn English?)

P₇: "*Iya.*" (Yes, they do.)

R: "*Materinya bisa bikin Adik berkomunikasi dalam Bahasa Inggris tidak?*" (Does the material help you to communicate in English?)

P₇: “*Bisa.*” (Yes, it does.)

(Appendix 4, interview 1)

In the interview with the English teacher, the researcher asked about his opinion about the relationship among the kits, material, curriculum and course grid. It can be seen in the following interview.

R: “*Bagaimana materi tadi Pak?*” (What do you think about the material, sir?)

T: “*Dah bagus.*” (The material is good.)

R: “*Apa materinya sudah sesuai dengan KTSP?*” (Is the material suitable with the school-based curriculum?)

T: “*Sudah sudah. Materinya sudah sesuai dengan KTSP dan course grid nya*” (Yes, it is. The material is suitable with the school-based curriculum and the course grid.)

(Appendix 4, interview 2)

The information to evaluate the relation between the design material and the pupils’ needs can be seen in the following interview.

R: “*Apakah materi sudah sesuai dengan kemampuan dan kebutuhan siswa, Pak?*” (Does the material reach the pupils’ needs and abilities?)

T: “*Materinya sudah mencakup kebutuhan siswa..dan juga kemampuan mereka.*” (Yes, it does. The material reaches the pupils’ needs and abilities.)

(Appendix 4, interview 2)

The information about pupils’ interest of the game can be seen in the following interview.

R: “*Bagaimana dengan gamenya?*” (What about the game?)

T: “*Gamenya tadi nyenengin.*” (The game is interesting.)

(Appendix 4, interview 2)

The information about the kits can be seen in the following interview.

- R: *“Apa pendapat Bapak tentang kits yang saya buat untuk pengajaran?”* (What is your opinion about the kits?)
- T: *“Mulai dari mana dulu nih, Bu? Soalnya kan kitsnya banyak banget.”*(Which one do we talking about first? There are many kits.)
- R: *“Ya mulai dari course grid/silabus, lesson plan atau RPP, media pembelajaran, dan juga CD lagunya.”* (We begin from the course grid, lesson plans, the media, and the CD of songs.)
- T: *“Menurut saya, silabusnya jelas. Malah saya sangat terbantu dengan silabus yang dari Bu Wahyu. Kalau silabus dari Dikbud itu kan saya repot nyari materinya dulu, sedangkan dalam silabus dari Bu Wahyu kan sudah ada materinya sekalian gambar-gambare. Media pembelajaran dan CDnya juga bagus.”*(I think the course grid is clear. It helped me more than the syllabus from Dikbud. If I use the syllabus from Dikbud, I have to find out the suitable materials. Oppositely, your course grid is complete. It has materials, the pictures, the media and songs on the CD.)
- R: *“Kalau untuk panduan guru bagaimana, Pak?”* (What do you think about the teachers’ guides?)
- T: *“Itu juga sudah bagus, sangat membantu saya dalam mengajarkan materi ke siswa.”* (It is also good. It helped me in teaching the materials.)

(Appendix 4, interview 2)

The information about the teaching and learning technique can be seen in the following interview.

- R: *“Kalau teknik pembelajarannya gimana?”* (What about the teaching and learning technique?)
- T: *“Sudah bagus.”* (It is appropriate.)

(Appendix 4, interview 2)

The information about the material can be seen in the interview below.

R: “*Apakah Bapak terbantu dengan materi yang saya buat?*” (Are you helped using my designed material?)

T: “*Ya, saya terbantu.*” (Yes, I am helped. It facilitates me in teaching English.)

(Appendix 4, interview 2)

2) Unit 2

The next implementation was Unit 2 about *It's 7 o'clock*. This was held on Tuesday, 17 April 2012. There were 29 pupils in the class. It began at 07.50 - 09.00. The English teacher used the English Teaching Learning Kits in his teaching, while the researcher observed the teaching learning process.

As the previous day, after saying a prayer, the lesson began with singing a song. The title of the song was *Match my clock*. The teacher played the song for twice and the pupils sang and enjoyed the song. After singing, the teacher took a clock and gave the examples of daily activities while moving the clock's hands. The pupils repeated the given examples. It happened for many times. Besides using a clock, the teacher also gave examples using flashcards. There are pictures of daily activities and a clock on the flashcards though it was easy for pupils to understand the examples. The pupils paid attention to each example. As the result, they were able to read the clock and applied it in their daily habitual. It can be seen from the quotation below.

P₉: “*Miss...Miss....sekarang kami sudah faham membaca jam dalam bahasa Inggris dan juga kegunaannya dalam aktivitas sehari-hari.*” (Miss, now we know how to read a clock in English and use it in our daily activities.)

P₁₀: “*Iya, Pak Wanto. Saya sekarang betul-betul faham tentang jam karena belajarnya pakai gambar dari Miss Wahyu.*” (Yes, we do, sir. Now I understand to read a clock because we used flashcards from Miss Wahyu in learning.)

T: “*Iya, baguslah. Mari kita lanjutkan ke task berikutnya.*” (OK. It’s good. Let’s continue the lesson.)

(Appendix 3, field note 2)

To check the pupils’ understanding about the material, the teacher put some pictures on the flannel board and gave them questions related to the pictures.

T: “What do you see on the picture?”

P₁₀: “A clock, sir”.

T: “What else?”

P₉: “A girl eats an apple.”

T: “Good. A girl has lunch at 12 o’clock.”

(Appendix 3, field note 2)

It was time to play games. The games were survey game and *Body Clock game*. When playing the survey game, the pupils gave contribution actively. They interacted in English followed the form of survey game. Then, the teacher asked a pupil to report her survey result in front of the class and the others were busy to give comments. “*Bohong ding Pak. Nia kan tiap hari bangunnya jam 6.30, sampai-sampai ga mandi. Haha....*” (She lied. She gets up at 6.30 every day and she does not take shower to school.) Nia said, “*Ngga’ Pak. Saya tiap hari bangunnya mesti jam 5.30 bukan jam 6.30*” (No, I do not. I get up at 5.30 every morning not at 6.30). The teacher said, “*Sudah. Sudah. Biar temannya melaporkan sampai selesai dulu.*” (OK. Let her report the result until finish.)

(Appendix 3, field note 2)

In the second game, the pupils were divided into two groups and played the game using the flashcards of time. The teacher gave brief explanation about the game procedures and rules. The Body clock game made the pupils move all of the time. The pupils enjoy the game very much. It can be seen from this quotation.

- P₁: *"Wow....asyik banget main game, ngga' ngerasa lagi belajar bahasa Inggris."*(Wow, it is nice to play this game. I do not feel that we are learning English now.)
 P₇: *"Iya, bener. Aku juga sama, rasane kayak ngga sedang belajar. Kalau gini bahasa Inggris ngga nakutin. Hahaha...."* (Yes, you are right. I think English is not a scary lesson.)

(Appendix 3, field note 2)

In the interview with the pupils, the researcher asked about their interest of the kits, techniques, and the materials. The information about the kits can be seen in the following interview.

- R: *"Bagaimana tadi belajarnya? Flashcardsnya bisa membantu adik-adik belajar jam ngga?"* (How was the lesson? Did the flashcards help you in learning a clock?)
 P₉: *"Flashcards itu apa, Miss?"* (What are flashcards, Miss?)
 R: *"Flashcards itu gambar-gambar seperti yang tadi dipakai Pak Wanto untuk mengajarkan jam."* (Flashcards are the pictures as Pak Wanto used it to teach a clock.)
 P₉: *"Ooo...itu. Ya..ya..gambaranya bagus, berwarna dan bisa mbantu saya memahami penggunaan jam untuk kegiatan sehari-hari."* (Oh, I see. The pictures are good, colorful and useful for me understand the use of clocks in daily activities.)
 P₃: *"Ya betul. Gambarnya ada jamnya sekalian ada gambar orangnya lagi ngapain, jadi kita bisa langsung tahu o...dia lagi makan jam 12 misale."* (Yes, you are right. The flashcards have pictures of daily activities and a clock, then we know she have lunch at 12 o'clock, for example.)
 R: *"Kalau lagu-lagunya?"* (What about the songs?)
 P₄: *"Lagunya juga pas sama temanya, jam."* (The songs are suitable with the theme.)
 R: *"Kalau gamenya gimana?"* (What about the games?)

- P₄: “*Gamenya juga sesuai banget sama tema. Saya jadi bisa belajar menerapkan jam dalam kegiatan sehari-hari kayak jam berapa bangun pagi, mandi, berangkat sekolah, les, dan main. Pokoknya banyak lah gunanya jam.*” (The games are also suitable to the theme. I could learn how to apply the clock in my daily activities like what time I get up, take shower, and go to school and many more. In conclusion, the clock has many functions.)
- R: “*Kalau game yang kedua gimana?*” (What do you think about the second game?)
- P₃: “*Itu juga bagus, tubuh bisa gerak dan ngga ngerasa lagi belajar bahasa Inggris.*” (That game is also good. We could move the body and we did not feel that we were learning English.)

(Appendix 4, interview 3)

The information about the teaching and learning technique can be seen below.

- R: “*Apa pendapat adik-adik tentang cara belajar seperti tadi? Bisa ngikuti ngga?*” (What do you think about the learning and teaching technique that I applied? Can you follow the lesson?)
- P₇: “*Bisa. Cuma kalau bisa untuk listeningnya jangan cepet-cepat.*” (Yes, we can.)

(Appendix 4, interview 3)

The information about the material can be seen in the following interview.

- R: “*Kalau materi belajarnya bagaimana? Mudah atau sulit?*”
- P₆: “*Ya....sesuai lah. Ngga’ terlalu mudah dan nggga’ terlalu sulit.*” (What about the material? Was it difficult?)

(Appendix 4, interview 3)

The information about the goal of the material can be seen in the following interview.

R: "*Kegiatan tadi membantu Adik belajar Bahasa Inggris tidak?*" (Do the activities help you to learn English?)

P₈: "*Iya.*" (Yes, they do.)

R: "*Materinya bisa bikin Adik berkomunikasi dalam Bahasa Inggris tidak?*" (Does the material help you to communicate in English?)

P₈: "*Bisa.*" (Yes, it does.)

(Appendix 4, interview 3)

In the interview with the English teacher, the researcher asked about his opinion about the relationship among the kits, material, curriculum and course grid. It can be seen in the following interview.

R: "*Bagaimana materi tadi Pak?*" (What do you think about the material, sir?)

T: "*Dah bagus.*" (The material is good.)

R: "*Apa materinya sudah sesuai dengan KTSP?*" (Is the material suitable with the school-based curriculum?)

T: "*Sudah sudah. Materinya sudah sesuai dengan KTSP dan course grid nya*" (Yes, it is. The material is suitable with the school-based curriculum and the course grid.)

(Appendix 4, interview 4)

The information to evaluate the relation between the design material and the pupils' needs can be seen in the following interview.

R: "*Apakah materi sudah sesuai dengan kemampuan dan kebutuhan siswa, Pak?*" (Does the material reach the pupils' needs and abilities?)

T: "*Materinya sudah mencakup kebutuhan siswa..dan juga kemampuan mereka.*" (Yes, it does. The material reaches the pupils' needs and abilities.)

(Appendix 4, interview 4)

The information about pupils' interest of the game can be seen in the following interview.

R: "*Bagaimana dengan gamenya?*" (What about the game?)

T: "*Gamenya tadi nyenengin. Saya lihat mereka sangat bersemangat.*" (The games were interesting. I saw the pupils were very enthusiastic.)

(Appendix 4, interview 4)

The information about the kits can be seen in the following interview.

R: “*Apa pendapat Bapak tentang kits yang saya buat untuk pengajaran di unit 2 ini?*” (What is your opinion about the kits in unit 2?)

T: “*Bagus, lebih lengkap dari unit sebelumnya.*”(It is good, more complete than previous unit.)

R: “*Apakah Bapak merasa terbantu dengan kits yang saya buat ini?*” (Did the kits help you in teaching?)

T: “*Iya, Bu. Kits dari Bu Wahyu sudah bisa membantu saya mengajar.*” (Yes, it did. The kits from you helped me in teaching.)

(Appendix 4, interview 4)

The information about the teaching and learning technique can be seen in the following interview.

R: “*Kalau teknik pembelajarannya gimana?*” (What about the teaching and learning technique?)

T: “*Sudah bagus.*” (It is appropriate.)

(Appendix 4, interview 4)

3) Unit 3

It was the third day of the implementation of the second draft. The title of unit 3 was *No Smoking*. This was held on Wednesday, 18 April 2012. There were 29 pupils in the class. It began at 07.50 - 09.00. As usual on the previous days, singing a song was the first activity of the lesson. After singing, the teacher showed some pictures of public

notices. There was a pupil suddenly said “No Smoking. *Dilarang merokok.*” This is supported by the quotation below.

P₁₁: “*No smoking. Dilarang merokok. Betul kan, Pak?*” (No smoking. Forbidden to smoke, right, sir?)

T: “Yes, you are right, Andi.”

P₁₁: “*Kalau gambar hp dipalang itu maksudnya apa, Pak?*” (What is the meaning of crossed hand phone, sir?)

T: “*Ini maksudnya, kita dilarang menggunakan hp di area tersebut, misalnya di SPBU.*” (It means we cannot use a hand phone at the area, for example, at SPBU.)

(Appendix 3, field note 3)

Then the teacher gave explanation for each picture. The pupils listened to him carefully. He also explained the rules of the pictures. The pupils were familiar to some pictures. It can be seen from this quotation.

P₁₂: “*Smoking area. Pak, artinya kita boleh merokok di area itu kan?*” (Smoking area means we can smoke in that area, right?)

T: “Yes, you’re right, Indra.”

P₁₃: “*Kalau wifi area itu berarti kita bisa buka facebook pakai laptop di sana kan, Pak?*” (Wifi area means we can access facebook using a notebook there, right, sir?)

T: “Yes, you’re also right, Dika.”

(Appendix 3, field note 3)

The researcher was very surprised with the pupils’ responses. Then, the teacher asked the pupils to do the exercises in the material. During the exercises, the teacher allowed the pupils to open their dictionary. When they met unfamiliar words, some of them asked the

teacher and the researcher for the meaning. Finish doing the exercises; the pupils played *Getting around town* game. As the previous meetings, the teacher always gave the rules of the game. There were two groups and each group got notice cards for playing. The pupils played this game enthusiastically; they played, thought, and moved and spoke in this game. At the implementation of unit 1, some pupils were still shy to be active in the game. But, at this game almost all pupils contributed actively. It can be seen from this quotation.

P₃: “Hi, Ani. Look at the card. What is the rule of the card?”

P₁₄: “The rule is we can park there, isn’t it?”

P₃: “Yes, you are right. And where do you see it?”

P₁₄: “I see it at the supermarket basement.”

P₃: “Good. You are right.”

(Appendix 3, field note 3)

The lesson was ended by singing a song, *in the city*. Although tired after playing the game, the pupils sang loudly and move their body.

In the interview with the pupils, the researcher asked about their interest of the kits, techniques, and the materials. The information about the kits can be seen in the following interview.

R: “*Apa pendapat adik-adik tentang gambar-gambar public notices tadi?*” (What do you think about the pictures of public notices?)

P₅: “*Gambarnya besar, jelas, apalagi dipasang di itu lho...gabus itu apa namanya?*” (The pictures are clear, moreover, it were put on that thing. What is that?)

R: "Flannel board, *dibuat dari sterofom.*" (It is a flannel board. It made from Styrofoam.)

P₅: "*Iya, itulah. Panel board.*" (Yes, that is. A panel board)

R: "*Kalau lagu-lagunya?*" (What about the songs?)

P₇: "*Kalau lagu yang kedua mudah dan singkat. Tapi kalau yang pertama itu agak susah hafale karena panjang banget.*" (The second song is easy and simple while the first one is too long.)

R: "*Tapi bisa kan nyanyinya?*" (Could you sing the songs?)

P₇: "*Bisa. Soale diputar terus pake TV sih..*" (Yes, we can.)

R: "*Kalau gamenya gimana?*" (What about the game?)

P₅: "*Gamenya? Asyik, bisa untuk latihan membaca dan juga bicara dalam bahasa Inggris.*" (The game? It was interesting, we could learn to read and speak in English.)

(Appendix 4, interview 5)

The information about the teaching and learning technique can be seen below.

R: "*Apa pendapat adik-adik tentang cara belajar seperti tadi? Bisa ngikuti ngga?*" (What do you think about the learning and teaching technique that I applied? Can you follow the lesson?)

P₆: "*Bisa.*" (Yes, we can.)

(Appendix 4, interview 5)

The information about the goal of the material can be seen in the following interview.

R: "*Kalau materi belajarnya bagaimana? Mudah atau sulit?*" (What about the material?)

P₉: "*Lumayan lah.*" (It could be.)

R: "*Kegiatan tadi membantu Adik belajar Bahasa Inggris tidak?*" (Did the activities help you to learn English?)

P₇: "*Iya. Kita jadi belajar memperhatikan public notices di setiap jalan yang kita lalui.*" (Yes, they did. We learn to pay attention to every public notice on the roads.)

(Appendix 4, interview 5)

In the interview with the English teacher, the researcher asked about his opinion about the relationship among the kits, material, curriculum and course grid. It can be seen in the following interview.

R: "*Bagaimana materi tadi Pak?*" (What do you think about the material, sir?)

T: "*Dah bagus.*" (The material is good.)

R: "*Apa materinya sudah sesuai dengan KTSP?*" (Is the material suitable with the school-based curriculum?)

T: "*Sudah sudah. Materinya sudah sesuai dengan KTSP dan course grid nya.*" (Yes, it is. The material is suitable with the school-based curriculum and the course grid.)

(Appendix 4, interview 6)

The information to evaluate the relation between the design material and the pupils' needs can be seen in the following interview.

R: "*Apakah materi sudah sesuai dengan kemampuan dan kebutuhan siswa, Pak?*" (Does the material reach the pupils' needs and abilities?)

T: "*Sudah. Tapi saya rasa untuk unit 3 ini penjelasan untuk setiap gambar harus diulang-ulang karena ada beberapa gambar yang jarang mereka lihat. Bahkan mungkin ini baru pertama lihat.*" (Yes, it does. In my opinion, we should explain the meaning of the pictures because the pupils seldom see the pictures. Even it was the first time they see it.)

(Appendix 4, interview 6)

The information about pupils' interest of the game can be seen in the following interview.

R: "*Bagaimana dengan gamenya?*" (What about the game?)

T: "*Gamenya tadi nyenengin. Saya lihat mereka sangat bersemangat.*" (The games were interesting. I saw the pupils were very enthusiastic.)

(Appendix 4, interview 6)

The information about the kits can be seen in the following interview.

R: "*Kalau tentang kits yang saya buat untuk pengajaran di unit 3 ini bagaimana?*" (What is your opinion about the kits in unit 3?)

T: "*Bagus. Tapi saya rasa perlu membuat public notice di lingkungan sekolah ini karena hampir tidak ada itu di sini.*" (It's

good. I think it is necessary to create public notices for this school because there are no public notices surrounding the school.)

R: "*Baiklah, nanti saya buat.*" (Alright, I will create it for the school.)

T: "*Terima kasih.*" (Thank you.)

R: "*Apakah Bapak merasa terbantu dengan kits yang saya buat ini?*" (Did the kits help you in teaching?)

T: "*Iya. Yang saya suka itu gambare ditempel di flannel board jadi siswa bisa jelas lihatnya.*" (Yes, I did. The pictures were hung on the panel board though the pupils could see it clearly. I like it.)

(Appendix 4, interview 6)

The information about the teaching and learning technique can be seen in the following interview.

R: "*Kalau teknik pembelajarannya gimana?*" (What about the teaching and learning technique?)

T: "*Sudah bagus.*" (It is appropriate.)

(Appendix 4, interview 6)

4) Unit 4

It was the last implementation of the materials. The title of the unit was *My Name is Lintang*. This was held on Thursday, 19 April 2012. There were 29 pupils in the class. It began at 07.50 - 09.00. As usual, the first activity of the lesson was singing a song, *the Alphabet Song*.

Next, the teacher gave examples of pronouncing words and numbers. He also gave examples of personal information like name, spelling names, and addresses. He repeated the examples for many

times until the pupils really understand. There was a pupil did not understand and asked the teacher.

P₈: "*Pak, kalau alamat pakai RT/RW gimana? Pakai on atau at?*"
(Sir, how to write the address if it has RT/RW? Should I use *on* or *it*?)

T: "*Kalau rumahnya ada nomere ya pakai at, tapi kalau ngga ada ya pakai on sampai nama jalan aja. Paham ngga?*" (If your house has numbers so you use *at* and if it does not have, use *on* before the street. Do you understand?)

P₈: "*Iya, Pak.*" (Yes, sir.)

(Appendix 3, field note 4)

The researcher then helped the teacher gave the answer sheet and the form to pupils. They like the forms very much because it is colorful. The researcher chose the forms to get the pupils' interest and it worked. It can be seen in the following quotation.

T: "Do you like the pictures of the forms?"

P₉: "Yes, Pak. *Gambare bagus-bagus ya, Rin. Aku suka banget.*"
(Yes, sir. The pictures are good. I like it.)

P₈: "*Iya, Ta. Aku juga suka, gambare warna-warni.*" (Yes, you are right, Ta. I also like it. The pictures are colorful.)

(Appendix 3, field note 4)

Finish doing the tasks, the pupils collected the party invitations. Then, they put the name cards on their tables. The teacher and the researcher correct the spelling on the party invitations. There were some pupils have mistakes in spelling. The teacher told the pupils about it and the pupils write it down on their books. After that they sang *ABC song*.

The last activity in this unit was playing a game, *First to say Z* game. They were able to learn more about spelling through this game.

In the interview with the pupils, the researcher asked about their interest of the kits, techniques, and the materials. The information about the kits can be seen in the following interview.

R: “*Bagaimana tadi belajarnya? Apa hands outnya bisa membantu adik-adik belajar?*” (How was the lesson? Did the hands out help you in learning?)

P₉: “*Hands out itu apa, Miss?*” (What are the hands out, Miss?)

R: “*Hands out itu ya formulir yang tadi kalian isi dengan nama dan alamat. Selain itu, party invitation itu juga namanya hands out.*” (The hands out are the forms such as party invitations and the name cards.)

P₉: “*Bagus. Aku suka gambare, berwarna-warni.*” (The hands out are good. I like the pictures. They are colorful.)

R: “*Kalau lagu-lagunya?*” (What about the song?)

P₂: “*Lagunya juga pas sama temanya, mengeja huruf.*” (The song was suitable with the theme, spelling.)

R: “*Kalau gamenya gimana?*” (What about the game?)

P₂: “*Kalau gamenya lebih menarik yang kemarin.*” (The last games were more interesting.)

(Appendix 4, interview 7)

The information about the teaching and learning technique can be seen below.

R: “*Apa pendapat adik-adik tentang cara belajar seperti tadi? Bisa ngikuti ngga?*” (What do you think about the learning and teaching technique that I applied? Can you follow the lesson?)

P₁₁: “*Bisa.*” (Yes, we can.)

(Appendix 4, interview 7)

The information about the goal of the material can be seen in the following interview.

R: “*Kalau materi belajarnya bagaimana? Mudah atau sulit?*” (What about the material?)

P₈: “*Ya....sesuai lah. Ngga’ terlalu mudah dan nggga’ terlalu sulit. Kita jadi bisa belajar nulis alamat yang betul dalam bahasa Inggris*” (I think it is appropriate; not too easy and also not too difficult. Now we are able to write names and addresses in English correctly.)

(Appendix 4, interview 7)

In the interview with the English teacher, the researcher asked about his opinion about the relationship among the kits, material, curriculum and course grid. It can be seen in the following interview.

R: “*Bagaimana materi tadi Pak?*” (What do you think about the material, sir?)

T: “*Dah bagus.*” (The material is good.)

R: “*Apa materinya sudah sesuai dengan KTSP?*” (Is the material suitable with the school-based curriculum?)

T: “*Sudah. Sudah. Materinya sudah sesuai dengan KTSP dan course grid nya*” (Yes, it is. The material is suitable with the school-based curriculum and the course grid.)

(Appendix 4, interview 8)

The information to evaluate the relation between the design material and the pupils’ needs can be seen in the following interview.

R: “*Apakah materi sudah sesuai dengan kemampuan dan kebutuhan siswa, Pak?*” (Does the material reach the pupils’ needs and abilities?)

T: “*Sudah.*” (Yes, it does.)

(Appendix 4, interview 8)

The information about pupils’ interest of the game can be seen in the following interview.

R: “*Bagaimana dengan gamenya?*” (What about the game?)

T: “*Saya lihat siswa lebih suka game-game di unit sebelumnya.*” (I think the pupils were more interested in the games in the previous units.)

(Appendix 4, interview 8)

The information about the kits can be seen in the following interview.

R: “*Apa pendapat Bapak tentang kits yang saya buat untuk pengajaran di unit 4 ini?*” (What is your opinion about the kits in unit 4?)

T: “*Bagus, nampaknya sederhana tapi sangat membantu siswa dalam keterampilan menulis alamat dalam bahasa Inggris.*” (It is good. It looked simple but very useful to help pupils improve their writing skill in English.)

R: “*Apakah Bapak merasa terbantu dengan kits yang saya buat ini?*” (Did the kits help you in teaching?)

T: “*Iya, Bu. Kits dari Bu Wahyu sudah bisa membantu saya mengajar.*” (Yes, it did. The kits from you helped me in teaching.)

(Appendix 4, interview 8)

The information about the teaching and learning technique can be seen in the following interview.

R: “*Kalau teknik pembelajarannya gimana?*” (What about the teaching and learning technique?)

T: “*Sudah bagus.*” (It is appropriate.)

(Appendix 4, interview 8)

b. Revision of the second draft of the English Teaching Learning Kits

After the implementation, the evaluation as well as revision towards the kits was made based on the feedback. However, there was no suggestion from the teacher and pupils. They strongly agreed that the English Teaching Learning Kits have been appropriate and suitable

for the teaching and learning process. Therefore, because there was no changing on the second draft of the English Teaching Learning Kits, those materials became the final draft of the English Teaching Learning Kits.

B. Discussions

This part answers the questions of the problem formulation of this study which is about the characteristics of the appropriate English Teaching and Learning Kits based on the school-based curriculum for five graders of SDN 14 Pelutan, Pematang. From the implementation of the materials, it can be seen that songs and games are appropriate included into the materials.

According to Brewster and Ellis (2000), songs are a linguistics source. The pupils sang the songs and it means they have learned new vocabularies, structures and pronunciation. Besides, the songs also motivate the pupils to develop positive attitudes towards the target language. The pupils were able to build the self confidence. The researcher saw some pupils at the beginning of the lesson were very shy but at the end of the lesson they were confidence to speak in English.

Not only singing songs, playing games also helps pupils to improve their four skills in English. As Brewster and Ellis state (2000), games keep pupils' motivation, improve pupils' attention span, concentration, memory, listening skills and reading skills. So far, the games in the designed materials worked to improve it.

Furthermore, the materials and the kits are suitable with the school-based curriculum. In the curriculum, learning English in elementary school is only to make children interested to English, to build children' confidence to communicate in English and to increase children communication competence orally and in written. As the result, the children aware that English is communication media.

Based on the interview result, the researcher concludes some characteristics of the appropriate English Teaching and Learning Kits based on the school-based curriculum for five graders of SDN 14 Pelutan, Pemalang which can be found in the designed materials. The English Teaching and Learning Kits are appropriate if they have the following characteristics.

1. Material Aspect

- a. The title of each topic should be interesting.
- b. The materials and activities should be able to motivate the pupils to learn English.
- c. The materials and activities should be able to make the pupils communicate in English.
- d. The materials and activities should be able to make the pupils interact each others.
- e. The materials and activities should be able to make the pupils more active.
- f. The materials and activities should include the integrated skills (listening, reading, speaking, and writing).

- g. The songs and games should be appropriate with the topics, various and interesting.
- h. The rule of the game should be clearly explained.

2. Kits Aspect

- a. The kits should be able to facilitate the teacher in the teaching and learning process.
- b. The course grid, lesson plans and teacher's guides should be understandable.
- c. The hand out should be banded for each unit.
- d. The flashcards should be printed bigger and readable.
- e. The CD of songs and listening tasks should be in two separate CDs.

3. Media Aspect

- a. The media should be interesting.
- b. The media should be easy to use.
- c. The media should be able to motivate the pupils to learn English.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

This research was aimed at developing English Teaching Learning Kits and finding out the characteristics of appropriate materials and media for the fifth graders of SDN 14 Pelutan, Pematang. The designed English Teaching and Learning Kits have been made based on the following criteria which based on the need survey.

1. The kits should be able to facilitate the teacher in teaching and learning process because the result of the need survey showed that the teacher is not from English educational background.
2. The course grid and lesson plans should be designed based on the existing school-based curriculum implemented in elementary school for five graders. They are in English and in Bahasa Indonesia.
3. The materials should be appropriate with pupils' level.
4. The topic of units should be interesting.
5. The media should involve the available media in SDN 14 Pelutan, Pematang.
6. The songs and the games should be suitable with the themes in which they can involve the pupils and the teacher to be active in the teaching and learning process.
7. The hand out should be banded for each unit.

8. The materials should be completed with CDs of listening tasks and songs.

B. Implications

Two implications can be drawn following the result of the study. First, the English Teaching Learning Kits are designed based on the needs of the fifth grade teacher and pupils of elementary schools. Moreover, after undergoing the try out, the English Teaching Learning Kits are to be regarded to be appropriate and feasible to be implemented in the English teaching and learning process for the fifth grade pupils of SDN 14 Pelutan, Pemalang. The implication to this fact is that the English Teaching Learning Kits can also be used to the fifth grade pupils in other places that have similar characteristics with the teacher and pupils at SDN 14 Pelutan, Pemalang.

Second, the research findings show that the result of the try out produced some characteristics of the appropriate English Teaching Learning Kits for the fifth grade pupils of SDN 14 Pelutan, Pemalang.

Those characteristics are needed to develop the English Teaching Learning Kits. It implies that when the teacher wants to create English Teaching Learning Kits, they should fulfill those characteristics.

C. Suggestions

Based on the conclusion, some suggestions are offered related to this research study. The suggestions are addressed to the English teacher and

other researchers who are interested in this field. These are presented as follows.

For the English teachers of elementary schools, the results of the study show that the developed English Teaching and Learning Kits are useful for the pupils. Therefore, the developed kits in this study can be used as media by teachers. It is expected that the teacher uses suitable media to support the teaching of English so that the pupils will be more interested to the lesson. Here, the pupils can improve their ability to use the language communicatively by using the kits.

For the other researchers who are interested in the same field, they can develop different kits and media which cover four skills in English. Meanwhile, the possible media that can be developed are puzzles, flannel boards and flashcards. Those researchers are expected to consider to the curriculum that the government designed when developing media.

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APPENDICES

APPENDIX 1

QUESTIONNAIRES

The Organization of the First Questionnaire for Pupils

Theory	Information	Items Number	Number of Items	Actual Questions
Getting information about pupils' profile. (Tomlinson,1998 :240)	<ul style="list-style-type: none"> • name • age • sex • educational background • linguistic background • cultural background • social background 	7	Part A	<ul style="list-style-type: none"> • What is your name? • How old are you? • Are you a boy or a girl? • What grade are you? • What is your first language? • What ethnic group do you belong to? • What is your parents' occupation?
Getting information about pupils' motivation toward learning English (Harmer, 2001:51 and Hutchinson and Waters, 1986:62)	<ul style="list-style-type: none"> • Pride • Achievement • Parents • Friends • Rewards 	6	Part B 1,2,3,4,5,6	<ul style="list-style-type: none"> • Do you like to learn English? • Have you ever joined any English course? • Do you like to buy English books? • Do you like to learn English accompanied by your parents? • Do you like to learn English with your friends? • Do you like to learn English if there is a reward?
Getting information about pupils' interests toward learning English (Tomlinson,1998 :240)	<ul style="list-style-type: none"> • topic of the materials • learning activities • learning style • opportunities for out-of-class activity • learning goals and expectations 	10	7,8,9,10,11,12,13,14,15, 16	<ul style="list-style-type: none"> • What topic do you want to learn? • What do you like to do in listening activities? • What do you like to do in speaking activities? • What do you like to do in reading activities? • What do you like to do in writing activities? • What is activity that

				<p>you like mostly in learning English?</p> <ul style="list-style-type: none"> • Do you like learning English inside or outside the classroom? • Do you learn English to improve your English mark? • Do you learn English because you want to be able to speak in English? • Do you learn English because you want to read English book/magazine/newspaper?
<p>Getting information about the course book (Hutchinson and Waters, 1986:63)</p>	<ul style="list-style-type: none"> • setting • goal • input 	5	17, 18,19,20, 21	<ul style="list-style-type: none"> • Will the appearance of the course book be colorful or not? • Will the instruction be in <i>bahasa Indonesia</i>, English or both? • Will the activity be individual/pair/group work? • Does the material in the course book improve your English ability? • Do you like to read texts?
<p>Getting information about the teaching aids (Hutchinson and Waters, 1986:63)</p>	<ul style="list-style-type: none"> • resources • learning media 	5	22,23,24,25,26	<ul style="list-style-type: none"> • Do you like learning English through games? • Do you like learning English through songs? • Do you like learning English through stories? • Do you want to learn English by using

				<p>pictures?</p> <ul style="list-style-type: none"> • Do you want to learn English by using cards? • Do you want to learn English by using kits?
TOTAL		27	27	

The Organization of the First Questionnaire for the Teacher

Theory	Information	Items Number	Number of Items	Actual Questions
Getting information about teacher's profile. (Tomlinson, 1998:240)	<ul style="list-style-type: none"> • name • age • sex • educational background • linguistic background • cultural background 	7	Part A	<ul style="list-style-type: none"> • What is your name? • How old are you? • Are you male or female? • Where did you graduate from? • From what degree are you? • What is your first language? • What ethnic group do you belong to?
Getting information about teacher's motivation toward teaching English for children. (Hutchinson and Waters, 1986:62)	<ul style="list-style-type: none"> • Language proficiency • Teaching experience • Training/course program experience 	4	1,2,3,4	<ul style="list-style-type: none"> • What level of English proficiency are you? • How long have you been teaching English? • Have you ever joined English training/course program? • Have you ever joined workshop/seminar about teaching English for children?
Getting information about teacher's interests toward teaching English for children. (Tomlinson, 1998:240)	<ul style="list-style-type: none"> • curriculum • syllabus • lesson plan • teaching activities • teaching style • opportunities for out-of-class activity 	12	5,6,7,8,9,10,11,12,13,14,15,16	<ul style="list-style-type: none"> • Do you teach English based on the curriculum? • What curriculum that you use? • Do you teach English based on the syllabus? • Do you teach English based on the lesson plan? • Which parts of lesson plan that you think it is the most difficult are? • Do you teach Vocabulary only?

				<ul style="list-style-type: none"> • Do you teach Grammar only? • What do you do in listening activities? • What do you do in speaking activities? • What do you do in reading activities? • What do you do in writing activities? • What is the English activity that you do mostly? • Do you like to teach the pupils inside or outside classroom?
Getting information about the course book (Hutchinson and Waters, 1986)	<ul style="list-style-type: none"> • setting • goal • input • price • accessibility • completeness 	10	17,18, 19,20,21, 22,23,24, 25,26	<ul style="list-style-type: none"> • Will the appearance of the course book be colorful or not? • Will the instruction be in <i>bahasa Indonesia</i>, English or both of them? • Will the activity in the course book be individual/pair/group work? • Does the material in the course book improve the pupils' English ability? • What input is suitable for the pupils? • How much is the course book which is appropriate for the pupils? • How much is the course book which is appropriate for the teacher? • Do you prefer to use the course book when teaching?

				<ul style="list-style-type: none"> • Have you ever faced any difficulty in using the course book? • What do you need when you teach your pupils?
Getting information about the teaching aids (Hutchinson and Waters, 1986:63)	<ul style="list-style-type: none"> • resources • learning media 	7	27,28,29,30,31,32,33	<ul style="list-style-type: none"> • Do you think games help you teach? • How many games that you know? • Do you think songs help you teach? • How many games that you know? • Do you think stories help you teach? • How many stories that you know? • What media used in the classroom?
TOTAL		33	33	

ANGKET UNTUK SISWA

Angket ini bertujuan untuk memperoleh informasi tentang kebutuhan adik-adik dalam belajar bahasa Inggris. Selanjutnya informasi tersebut akan digunakan untuk menyusun materi pembelajaran bahasa Inggris. Oleh karena itu, kakak mengharapkan kesediaan adik-adik untuk meluangkan waktu mengisi angket berikut.

Angket ini tidak dimaksudkan untuk menguji adik-adik. Jawaban yang adik-adik berikan tidak akan mempengaruhi nilai. Harapan saya adik-adik menjawab tiap pertanyaan dalam kuesioner dengan jujur.

Angket ini terdiri dari dua bagian, bagian (A) berisi data pribadi adik-adik. Contoh:

Nama: Wahyuningsih

Umur: 11 tahun

Jenis kelamin: Perempuan

Sekolah: SDN 14 Pelutan

Kelas: V (lima)

Pekerjaan orang tua

o Ayah: PNS

o Ibu: Ibu rumah tangga

Bahasa: Jawa

Suku: Jawa

bagian (B) berisi pertanyaan-pertanyaan yang harus dijawab dengan memilih salah satu jawaban dengan melingkari (O) pada jawaban yang dipilih. Contoh:

1. Apakah adik pernah belajar bahasa Inggris sebelumnya?

a. Pernah

b. Belum pernah

2. Jika pernah, dimanakah adik belajar bahasa Inggris?

a. Sekolah

b. Kursus

c. Lain-lain: _____

Keterangan: jika jawaban tidak tersedia, silahkan adik memilih 'Lain-lain', kemudian isi jawaban adik-adik di bagian yang tersedia.

Atas perhatian dan bantuan dari adik-adik, kakak ucapkan terima kasih.

ANGKET UNTUK SISWA

Angket ini bertujuan untuk mengetahui kebutuhan siswa tentang pembelajaran Bahasa Inggris.

A. PROFIL SISWA

Nama: _____

Umur: _____

Jenis kelamin: _____

Sekolah: _____

Kelas: _____

Pekerjaan orang tua

o Ayah : _____

o Ibu : _____

Bahasa: _____

Suku: _____

B. KEBUTUHAN SISWA

Jawablah pertanyaan di bawah ini dengan melingkari (O).

1. Apakah adik menyukai belajar Bahasa Inggris?

a. Ya
c. Biasa saja

b. Tidak
2. Apakah adik pernah ikut les/kursus bahasa Inggris?

a. Ya

b. Tidak
3. Apakah adik suka membeli buku-buku bahasa Inggris?

a. Ya
c. Kadang-kadang

b. Tidak
4. Apakah adik senang belajar bahasa Inggris dengan ditemani orang tua?

- a. Ya
 - b. Tidak
5. Apakah adik senang belajar bahasa Inggris dengan teman-teman?
 - a. Ya
 - b. Tidak
 - c. Kadang-kadang
6. Apakah adik senang belajar bahasa Inggris jika diberi hadiah?
 - a. Ya
 - b. Tidak
 - c. Kadang-kadang
7. Adik ingin belajar bahasa Inggris tentang apa besok? Pilih lebih dari satu.
 - a. Perkenalan:diri sendiri dan orang lain
 - b. Benda-benda di kelas dan sekolah
 - c. Perkenalan: keluarga
 - d. Jenis-jenis pakaian
 - e. Jenis-jenis binatang
 - f. Benda-benda di rumah
 - g. Makanan dan minuman
 - h. Bagian-bagian tubuh
 - i. Tempat-tempat umum
8. Kegiatan apa yang adik inginkan pada saat mendengarkan (*listening*)? Boleh pilih lebih dari satu.
 - a. Mendengarkan dan mengulang
 - b. Mendengarkan dan mewarnai
 - c. Mendengarkan dan menandai
 - d. Mendengarkan dan mencocokkan
 - e. Mendengarkan dan melengkapi kalimat
 - f. Mendengarkan dan menjawab pertanyaan
9. Kegiatan apa yang adik inginkan pada saat berbicara (*speaking*)? Boleh pilih lebih dari satu.
 - a. Dialog
 - b. Mengemukakan pendapat
 - c. Drama
 - d. Angket dan survei
 - e. Kartu bergambar
 - f. Menyanyi
10. Kegiatan apa yang adik inginkan pada saat membaca (*reading*)? Boleh pilih lebih dari satu.
 - a. Membaca nyaring (dengan keras)
 - b. Membaca dan menyusun kalimat
 - c. Membaca dan mencocokkan
 - d. Membaca dan melengkapi kalimat

- e. Membaca cerita bergambar dan mewarnai f. Menjawab benar-salah
11. Jenis kegiatan apa yang adik inginkan untuk aktivitas menulis (*writing*)?
Boleh pilih lebih dari satu.
- | | |
|---------------------------------|-----------------------|
| a. Menyalin | d. Melengkapi kalimat |
| b. Menyusun dan menyalin cerita | e. Menyusun kalimat |
| c. Memberi label/nama benda | f. Angket dan survei |
12. Aktivitas bahasa Inggris apa yang sering adik lakukan di dalam kelas? Boleh pilih lebih dari satu.
- | | |
|----------------------------|---------------------|
| a. Mendengarkan penjelasan | d. Permainan |
| b. Mencatat | e. Diskusi |
| c. Latihan soal | f. Lain-lain: _____ |
13. Adik senang belajar di dalam atau di luar ruangan?
- | | |
|---------------------|------------------------------|
| a. Di dalam ruangan | c. Di dalam dan luar ruangan |
| b. Di luar ruangan | |
14. Apakah tujuan adik belajar bahasa Inggris agar mendapat nilai bagus?
- | | |
|----------|------------------|
| a. Ya | c. Kadang-kadang |
| b. Tidak | |
15. Apakah tujuan adik belajar bahasa Inggris agar dapat berbicara menggunakan bahasa Inggris?
- | | |
|----------|------------------|
| a. Ya | c. Kadang-kadang |
| b. Tidak | |
16. Apakah tujuan adik belajar bahasa Inggris agar dapat membaca buku/koran/majalah berbahasa Inggris?
- | | |
|----------|------------------|
| a. Ya | c. Kadang-kadang |
| b. Tidak | |
17. Adik suka buku bahasa Inggris yang tampilannya berwarna atau tidak?
- | | |
|----------|------------------|
| a. Ya | c. Kadang-kadang |
| b. Tidak | |

18. Menurut adik, perintah dalam buku bahasa Inggris sebaiknya menggunakan bahasa Inggris atau bahasa Indonesia?
- a. Bahasa Inggris
b. Bahasa Indonesia
c. Bahasa Inggris dan Indonesia
19. Adik suka tugas-tugas dalam buku bahasa Inggris dikerjakan secara individu, berpasangan atau berkelompok? Boleh pilih lebih dari satu.
- a. Individu
b. Berpasangan
c. Kelompok
20. Apakah buku paket bahasa Inggris dapat membantu adik dalam belajar bahasa Inggris?
- a. Ya
b. Tidak
c. Kadang-kadang
21. Apakah LKS dapat membantu adik dalam belajar bahasa Inggris?
- a. Ya
b. Tidak
c. Kadang-kadang
22. Kalau ada buku bahasa Inggris, isinya apa kira-kira? Boleh pilih lebih dari satu.
- a. Teks
b. Dialog/monolog
c. Gambar
d. Lain-lain: _____
23. Apakah adik senang belajar bahasa Inggris sambil bermain?
- a. Ya
b. Tidak
c. Kadang-kadang
24. Apakah adik senang belajar bahasa Inggris sambil bernyanyi?
- a. Ya
b. Tidak
c. Kadang-kadang
25. Apakah adik senang belajar bahasa Inggris dengan cerita?
- a. Ya
b. Tidak
c. Kadang-kadang

**JURUSAN PENDIDIKAN BAHASA INGGRIS
FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI YOGYAKARTA
Kampus Karangmalang, telp 0274 550843**

Pemalang, April 2011

Kepada Yth.

Bapak/Bapak

Selaku guru Bahasa Inggris SD

Dengan hormat,

Dalam rangka penelitian untuk mengembangkan materi pelajaran Bahasa Inggris untuk Kelas V SD, saya selaku mahasiswa yang sedang melakukan penelitian guna menyelesaikan tugas akhir bermaksud memohon kesediaan Bapak/Bapak untuk mengisi kuesioner berikut.

Hasil dari kuesioner semata-mata akan digunakan sebagai penunjang data skripsi. Hasil kuesioner tidak berpengaruh dengan hal-hal selain tersebut di atas.

Atas perhatian dan bantuan dari Bapak/Bapak, saya ucapkan terima kasih.

Pemalang, April 2011

Peneliti

Wahyuningsih

ANGKET UNTUK GURU

A. PROFIL GURU

Nama : _____

Umur : _____

Jenis kelamin : ☐ Laki-laki ☐ Perempuan

Asal Universitas : _____

Pendidikan : ☐ Mahasiswa/i S1 ☐ D3
☐ Mahasiswa/i D3 ☐ S1
☐ S2

Bahasa : _____

Suku : _____

B. KEBUTUHAN GURU

Jawablah pertanyaan di bawah ini dengan melingkari (O).

1. Menurut Bapak, kemampuan bahasa Inggris Bapak pada level apa?
 - a. Basic
 - b. Intermediate
 - c. Advanced
2. Sudah berapa lama Bapak mengajar bahasa Inggris?
 - a. 0-2 tahun
 - b. 2-4 tahun
 - c. > 4 tahun
3. Apakah Bapak pernah mengikuti program pelatihan/kursus bahasa Inggris?
 - a. Pernah
 - b. Tidak pernah
4. Apakah Bapak pernah mengikuti workshop/seminar/training mengajar bahasa Inggris untuk anak-anak?
 - a. Pernah
 - b. Tidak pernah
5. Apakah Bapak mengajar bahasa Inggris berdasarkan kurikulum saat ini?
 - a. Ya
 - b. Tidak
6. Apakah Bapak mengajar bahasa Inggris berdasarkan silabus?
 - a. Ya
 - b. Tidak

*Jika iya, silabus dari mana? _____

7. Apakah Bapak mengajar bahasa Inggris berdasarkan RPP yang dBapakat (*lesson plan*)?
 - a. Ya
 - b. Tidak
 - c. Kadang-kadang
8. Bagian mengajar mana yang menurut Bapak sulit? Boleh pilih lebih dari satu.
 - a. Menentukan tujuan pembelajaran
 - b. Menyusun indikator
 - c. Memilih materi
 - d. Merancang kegiatan
 - e. Melakukan evaluasi
 - f. Lain-lain: _____
9. Saat pelajaran bahasa Inggris, apakah Bapak hanya mengajar Vocabulary?
 - a. Ya
 - b. Tidak
 - c. Kadang-kadang
10. Saat pelajaran bahasa Inggris, apakah Bapak hanya mengajar Grammar?
 - a. Ya
 - b. Tidak
 - c. Kadang-kadang
11. Jenis kegiatan apa yang Bapak inginkan untuk aktivitas mendengarkan (*listening*)? Boleh pilih lebih dari satu.
 - a. Mendengarkan dan mengulang (*listen and repeat*)
 - b. Mendengarkan dan mewarnai (*listen and color*)
 - c. Mendengarkan dan menandai (*listen and label*)
 - d. Mendengarkan dan mencocokkan (*listen and match*)
 - e. Mendengarkan dan melengkapi kalimat (*listen and complete sentences*)
 - f. Mendengarkan dan menjawab pertanyaan (*listen and answer questions*)
12. Jenis kegiatan apa yang Bapak inginkan untuk aktivitas berbicara (*speaking*)? Boleh pilih lebih dari satu.
 - a. Dialog (*read some dialogues*)
 - b. Mengemukakan pendapat (*share opinions*)
 - c. Drama (*role-play*)
 - d. Angket dan survei (*questionnaires and survey*)
 - e. Kartu bergambar (*using flashcards*)
 - f. Menyanyi (*sing songs*)
13. Jenis kegiatan apa yang Bapak inginkan untuk aktivitas membaca (*reading*)? Boleh pilih lebih dari satu.
 - a. Membaca nyaring (*reading aloud*)
 - b. Membaca dan menyusun kalimat (*read and arrange sentences of picture story*)

- c. Membaca dan mencocokkan (*read and match*)
 - d. Membaca dan melengkapi kalimat (*read and complete the sentences*)
 - e. Membaca cerita bergambar dan mewarnai (*read a picture story and color*)
 - f. Menjawab benar-salah (*true-false questions*)
14. Jenis kegiatan apa yang Bapak inginkan untuk aktivitas menulis (*writing*)? Boleh pilih lebih dari satu.
- a. Menyalin (*rewrite*)
 - b. Menyusun dan menyalin cerita (*arrange and rewrite a story*)
 - c. Memberi label/nama benda (*label things*)
 - d. Melengkapi kalimat (*fill-in-the blanks*)
 - e. Menyusun kalimat (*sequencing*)
 - f. Kuesioner dan survei (*questionnaires and survey*)
15. Aktivitas bahasa Inggris apa yang sering Bapak lakukan di dalam kelas? Boleh pilih lebih dari satu.
- a. Memberikan penjelasan/menerangkan materi
 - b. Mencatat
 - c. Latihan soal
 - d. Tanya-jawab
 - e. Permainan
 - f. Lain-lain: _____
16. Menurut Bapak, Bapak lebih senang mengajar di dalam atau di luar ruangan?
- a. Di dalam ruangan
 - b. Di luar ruangan
 - c. Di dalam dan luar ruangan
17. Bapak suka buku bahasa Inggris yang tampilannya berwarna atau tidak?
- a. Ya
 - b. Tidak
 - c. Kadang-kadang
18. Bapak suka buku bahasa Inggris yang instruksinya menggunakan bahasa Inggris atau bahasa Indonesia?
- a. Bahasa Inggris
 - b. Bahasa Indonesia
 - c. Bahasa Inggris dan Indonesia
19. Bapak suka aktivitas-aktivitas dalam buku dikerjakan secara individu, berpasangan atau berkelompok? Boleh pilih lebih dari satu.
- a. Individu
 - b. Berpasangan
 - c. Kelompok

20. Apakah buku paket bahasa Inggris atau LKS dapat membantu meningkatkan pemahaman bahasa Inggris para siswa?
- a. Ya
b. Tidak
c. Kadang-kadang
21. Apakah input yang sesuai untuk para siswa? Boleh pilih lebih dari satu.
- a. Teks
b. Dialog/monolog
c. Gambar
d. Lain-lain: _____
22. Berapa harga buku bahasa Inggris yang sesuai untuk siswa?
- a. < Rp 5.000,00
b. Rp 5.000 - Rp 10.000,00
c. > Rp 10.000,00
d. Lain-lain: _____
23. Berapa harga buku bahasa Inggris yang sesuai untuk guru?
- a. < Rp 10.000,00
b. Rp 10.000,00 – Rp 15.000,00
c. Rp > Rp 15.000,00
d. Lain-lain : _____
24. Apakah Bapak lebih suka menggunakan buku paket bahasa Inggris dalam mengajar?
- a. Ya
b. Tidak
c. Kadang-kadang
25. Apakah Bapak sering menjumpai kesulitan saat menggunakan buku paket bahasa Inggris?
- a. Ya
b. Tidak
c. Kadang-kadang
26. Dalam mengajar, kelengkapan apa yang Bapak perlukan? Boleh pilih lebih dari satu.
- a. Buku guru
b. Buku siswa
c. Panduan game
d. Transkrip *recording of listening*
e. Kaset-kaset/CD *listening*
f. Media
g. Lain-lain: _____
27. Apakah permainan (*games*) dapat membantu Bapak dalam mengajar?
- a. Ya
b. Tidak
c. Kadang-kadang
28. Berapa banyak jenis permainan yang Bapak tahu?
- a. Tidak tahu
b. 1-5
c. > 5
d. Lain-lain: _____

Tolong sebutkan:

29. Apakah lagu-lagu (*songs*) dapat membantu Bapak dalam mengajar?

- | | |
|----------|------------------|
| a. Ya | c. Kadang-kadang |
| b. Tidak | |

30. Berapa lagu yang Bapak tahu?

- | | |
|---------------|---------------------|
| a. Tidak tahu | c. >5 |
| b. 1-5 | d. Lain-lain: _____ |

Tolong sebutkan:

31. Apakah cerita (*stories*) dapat membantu Bapak dalam mengajar?

- | | |
|----------|------------------|
| a. Ya | c. Kadang-kadang |
| b. Tidak | |

32. Berapa banyak cerita yang Bapak tahu?

- | | |
|---------------|---------------------|
| a. Tidak tahu | c. >5 |
| b. 1-5 | d. Lain-lain: _____ |

Tolong sebutkan:

33. Media pembelajaran apa yang sering Bapak gunakan? Boleh pilih lebih dari satu.

- | | |
|--|----------------------|
| a. Gambar | c. Benda-benda nyata |
| b. Kartu bergambar (<i>flashcards</i>) | d. Lain-lain: _____ |

C. URAIAN

1. Kriteria buku bahasa Inggris yang Bapak perlukan seperti apa? Jelaskan.

2. Menurut Bapak, buku bahasa Inggris yang bagus kira-kira isinya apa saja?

Thank you.

KUESIONER EVALUASI MATERI UNTUK GURU BAHASA INGGRIS

Kuesioner ini bertujuan untuk mendapatkan masukan tentang materi-materi yang disusun untuk meningkatkan kualitas materi pembelajaran Bahasa Inggris. Anda sebagai responden dari penelitian ini diharapkan untuk memberikan penilaian terhadap materi-materi yang disusun.

Identitas responden

Nama : _____

Jenis kelamin : *Laki/ Perempuan

Pendidikan : *D3/S1/S2/S3/lain-lain

Pengalaman mengajar : _____ tahun

*lingkari pilihan Anda

Anda diharapkan untuk memilih salah satu pilihan dengan memberi **tanda cek** (✓) sesuai bobot yang dikelompokkan sebagai berikut:

5 = sangat setuju

4 = setuju

3 = ragu-ragu

2 = tidak setuju

1 = sangat tidak setuju

No	Materi Penilaian	Bobot				
		5	4	3	2	1
1.	Materi yang disusun sesuai dengan Kompetensi Dasar.					
2.	Materi yang dikembangkan sudah sesuai dengan indikator yang ingin dicapai.					
3.	Judul tiap topik menarik bagi siswa.					
4.	Fungsi bahasa dan ungkapan-ungkapan yang ada berhubungan dengan kehidupan para siswa sehari-hari.					

5.	Struktur tata bahasa sesuai dengan tingkat kemampuan berbahasa siswa.					
6.	Kosakata yang ada berkaitan dengan topik.					
7.	Aktivitas-aktivitas siswa beragam dan menarik.					
8.	Perintah Guru mudah dipahami.					
9.	Teks input yang ada beragam dan menarik.					
10.	Materi pembelajaran yang tersedia sudah sesuai dengan kebutuhan siswa.					
11.	Materi pembelajaran yang tersedia sudah sesuai dengan karakteristik dan minat siswa.					
12.	Materi pembelajaran yang tersedia sudah sesuai dengan kemampuan siswa.					
13.	Aktivitas untuk siswa bervariasi.					
14.	Aktivitas untuk siswa sesuai dengan topik.					
15.	Aktivitas untuk siswa menarik dan menyenangkan.					
16.	Aktivitas untuk siswa mampu memotivasi untuk belajar.					
17.	Aktivitas dalam materi tersusun dari level yang mudah ke yang sulit.					
18.	Aktivitas untuk siswa sudah mencakup kegiatan secara individu, berpasangan dan kelompok.					
19.	Materi pembelajaran mampu membuat siswa berkomunikasi menggunakan Bahasa Inggris.					
20.	Materi pembelajaran mampu membuat siswa berinteraksi dengan siswa yang lain.					
21.	Materi pembelajaran tersusun dengan kegiatan yang membuat siswa menjadi aktif.					
22.	Materi pembelajaran sudah mencakup integrated skills (<i>listening, reading, speaking, writing</i>).					
23.	Pemilihan lagu-lagu sesuai dengan topik.					
24.	Lagu-lagu mudah dikuasai guru.					
25.	Lagu-lagu beragam dan menarik.					
26.	Lagu-lagu mampu memotivasi siswa.					
27.	Pemilihan permainan (<i>game</i>) sesuai dengan topik.					

28.	Perintah pada permainan (<i>game</i>) mudah dipahami.					
29.	Permainan (<i>game</i>) mudah dijalankan.					
30.	Permainan (<i>game</i>) menarik dan menyenangkan.					
31.	Permainan (<i>game</i>) mampu memotivasi siswa.					
32.	Panduan Guru mudah digunakan.					
33.	Panduan Guru sesuai dengan kebutuhan guru.					
34.	Perintah-perintah pada Panduan Guru mudah dipahami dan dilakukan.					
35.	Media yang tersedia mudah digunakan.					
36.	Media yang tersedia menarik.					
37.	Media yang tersedia mampu memotivasi siswa.					

1. Apa pendapat Ibu/ Bapak tentang materi yang saya kembangkan?

2. Apa saja kekurangan dalam materi yang saya kembangkan tersebut?

3. Menurut Ibu/ Bapak, apa saja yang perlu ditambah atau dikurangi dalam materi yang saya kembangkan?

4. Apa saran Ibu/ Bapak untuk meningkatkan materi yang saya kembangkan ini?

APPENDIX 2

COMPUTATION

RESULT

COMPUTATION DATA

No	Material Aspect																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
1	5	5	4	4	4	5	5	4	5	5	4	4	5	5	4	5	3	4	4	4	5	4	5	4	4	4	5	4	3	4	4	
2	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	5	5	5	5	5	5	
3	4	5	5	4	3	5	5	4	5	4	4	3	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	4	4	4	
4	5	4	5	4	4	5	4	4	4	4	4	4	4	5	5	5	5	5	4	4	4	5	5	5	4	4	4	4	4	4	4	
5	5	5	4	5	5	5	5	4	4	5	5	5	5	4	5	5	5	4	4	5	5	5	5	4	5	5	5	5	4	5	5	
6	5	4	5	5	4	5	5	4	4	5	5	5	5	5	5	5	4	5	4	5	5	5	5	5	5	4	5	5	5	5	5	
7	4	3	4	4	3	4	4	3	4	4	4	3	4	4	4	4	3	4	4	4	4	4	4	3	4	4	4	4	3	4	4	
8	4	5	5	4	4	4	5	5	4	5	5	4	4	5	4	4	5	5	3	4	4	4	5	4	4	4	4	5	4	4	4	
9	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	4	4	4	4	5	
10	5	5	5	4	4	5	5	5	4	5	4	5	5	5	5	4	4	5	4	4	4	4	5	5	4	4	5	5	4	4	4	
11	4	4	4	5	5	5	5	5	4	4	4	4	5	5	5	4	4	3	4	4	4	3	4	4	4	4	5	3	4	4	4	
12	5	4	4	4	4	4	4	4	4	4	3	4	4	4	4	5	4	5	4	4	4	4	4	4	5	4	4	3	4	5	4	
13	5	4	4	4	5	5	4	4	4	5	4	4	4	4	4	5	4	5	4	4	4	4	4	5	5	4	5	5	4	4	4	
	1736																															
	133.54																															

No	Kits Aspect		
	1	2	3
1	4	5	4
2	4	4	5
3	5	5	5
4	5	4	5
5	5	5	4
6	4	4	4
7	5	5	5
8	5	4	5
9	5	4	5
10	5	5	5
11	4	5	4
12	5	4	4
13	4	4	4
	177		
	13.6		

No	Media Aspect		
	1	2	3
1	5	5	5
2	5	5	5
3	4	5	4
4	5	4	4
5	5	5	5
6	5	4	5
7	5	4	4
8	5	4	4
9	5	4	5
10	5	4	4
11	5	5	4
12	4	5	4
13	4	5	5
	179		
	13.8		

APPENDIX 3

FIELD NOTES

Observation Vignette

Date: Saturday 17 July 2010

Time: 08.30 – 09.10 am

The researcher came to the class at 08.30 am. In the class, she observed how is the teacher conducting the teaching and learning activity. The teacher came to the class together with the researcher. He greeted pupils by saying, "Good morning, pupils". Pupils answered by saying, "Good morning, Pak". After that he asked one of pupils to say a prayer. Then he introduced the researcher to the pupils.

The class was so noisy that day. One of pupils asked the teacher, "*Guru baru ya, Pak?*" The teacher answered, "*Bukan. Ini namanya Bu Wahyu. Beliau mau observasi untuk skripsinya*". Then the pupils said, "*O..gitu.*". Then the teacher began the lesson by asking pupils to open their books. He said, "Open your book at page fifty." One of pupils asked, "*Halaman lima puluh ya, Pak?*" "Good", said the teacher. He said, "*Lihat task satu...ada apa disana?*" "*Ada gambar foto keluarga, Pak*", said some pupils. The teacher said, "*Sekarang lihat teks di bawahnya dan tirukan yang saya katakan...uncle*" then pupils said, "Uncle". The teacher said, "*Ayo anak-anak dibaca kata-kata dalam task 1 bersama-sama. Kemudian kita buat family tree.*" The pupils said, "*Iya, Pak.*"

After completing the task, the researcher moved to see pupils' work. She said, "Oh, good. You can put the words into the right boxes of the family tree." A pupil asked, "*Maksudnya apa, Miss?*" The researcher answered, "*Maksudnya kamu bisa memasukkan nama-nama anggota keluarga ke dalam kotak-kotak dalam family tree.*" Most of them did the task well. Before the time is up the teacher gave pupils homework. After that he closed the lesson by saying, "*Pelajaran hari ini telah selesai...jangan lupa PR nya dikerjakan*". "Yes, sir", said pupils. Then he said, "Good bye. See you next week". "Good bye," said pupils.

Field Note 1

The Implementation of Unit 1 “Reach for the Sky”

Place: SDN 14 Pelutan, Pemalang

Day: Monday

Date: 2012

Time: 07.50 - 09.00

First meeting

One day before the first implementation of the first draft of the kits, the researcher came to the school to give an explanation about how to use the kits to the English teacher. The researcher said that the kits that are CDs need a television and VCD player so the classes for next four days would be conducted in the library. Next day, after getting permission from the school principle, the teacher and the researcher asked the pupils to go to the library. The teacher started the lesson by greeting the pupils while the researcher sat at the back of the pupils. He said, “Good morning everyone”. “Good morning sir”, said pupils. Then he asked one of pupils to say a prayer. One of pupils said, “*Berdoa mulai*”. After saying a prayer, he gave some questions related to the theme then played the CD song. He and the pupils sang together and moved the body following the lyrics of the song.

Finish singing, the teacher gave some instructions in the developed material. The pupils would get the materials at the end of the lesson for each meeting though they could focus on the given material. The teacher said, “Listen to me. Turn off the lamp.” The pupils were silent. A pupil answered, “Yes, sir.” Then he turned off the lamp and the teacher said, “Thank you.” The pupil only nodded. The teacher said, “You’re welcome.” The pupil repeated it, “You’re welcome.” The teacher continued to give the instructions and the responses as mentioned in task 2.

Next is task 3. The teacher asked the pupils to do the instructions with their partners. He and the researcher paid attention to the pupils’ interaction. At the time they found difficulties to pronounce the words, the teacher and the researcher gave examples how to pronounce it.

After assessing task 3, he moved to the next task. Task 4 is singing. The teacher played the CD again. Singing and moving were interesting activities for pupils. They enjoyed the song like they were not learning English. “OK, children. Now we will have a game. Let’s go out”, said the teacher. A pupil asked him, “Game *apa, Pak?*” “Simon says game”, said the teacher.

The pupils went out of the library. The teacher gave the rules of the game and the researcher gave an example of playing the game. “Simon says, touch your nose”, she said while touching her nose. Then, she said, “Touch your ears.” She did not touch her ears. The pupils paid attention to the researcher. “Do you understand? Can you play the game?” she said. A pupil said, “Miss....miss... *kalau ada ucapan Simon says, dilakukan tapi kalau ngga ada, diam aja gitu?*” The researcher nodded her head and said, “Yes, you’re right.

The pupils played the game happily. Each pupil gave contribution actively in the game for twenty minutes. Finish playing; the pupils came back to the library. The teacher replayed the CD. He and the pupils sang the songs; *Reach for*

the sky and Simon says. After that, the researcher contributed a paper for pupils. They had to write their reflection about the lesson on the paper. At the end of the lesson the researcher also gave the material and the CD for the pupils. The teacher closed the class by saying, "This is the end of our class today. See you tomorrow. Good bye". "Good bye sir", said pupils.

Field Note 2

First Implementation of Unit 2 “It’s 7 o’clock.”

Place: SDN 14 Pelutan, Pemalang

Day: Tuesday

Date: 20th March 2012

Time: 07.50 - 09.00

As the previous day, the researcher and the teacher came to the class at 7.50. He asked the pupils to go to the library for the English lesson. *“Anak-anak, mulai kemarin sampai hari Kamis depan, jam pelajaran ke dua akan diisi dengan pelajaran Bahasa Inggris. Kebetulan juga Bu Yuli, wali kelas lima, sedang ikut seminar di luar kota. Ayo bawa buku Bahasa Inggris kalian dan kita ke ruang perpustakaan.”* The pupils answered, “Yes, sir.”

As usual, the teacher greeted the pupils by saying, “Good morning, children”. Then the pupils answered, “Good morning, sir.” After that, he gave some questions related to the topic. “What time do you wake up in the morning, Hamidah?” said the teacher. She answered, *“Jam 6, pak.”* The teacher took a clock and moved the clock’s hand; the long hand on 12 and the short one on 6. He said, “I wake up at 6 o’clock in the morning. Now, Hamidah repeat the sentence.” Hamidah looked at the clock and said, “I wake up at 6 o’clock.” Then the teacher gave more examples for reading a clock related to the daily activities.

A minute later, the teacher played the song on the CD. He and the pupils sang together. Many of pupils were not familiar with the song so the teacher played it twice. After singing, they were fresh again. The teacher gave examples as mentioned in task 2. He hung the pictures of daily activities on the flannel board in front of the class. He pointed a picture then said, “What time does school begin? The school begins at 7 o’clock.” The pupils repeated the given examples while looking at the clock. The teacher did not write the sentences on the board though the pupils had to concentrate to the teacher. He repeated the examples many times until the pupils could pronounce the sentences word by word. The repetition made the pupils understand the context of the sentences although not all of the words they knew.

Next, in task 3, the pupils and the teacher sang the song again. Singing a song was useful to refresh the pupils’ energy. Then, in task 4 the teacher asked them to practice the previous examples in task 2 with their chair mates. The researcher helped the teacher in guiding the pupils to pronounce the words correctly. After that, the teacher put the new pictures on the flannel board for doing task 5. He gave an example, “What time does Alfiah Get up? At 7 o’clock. *Nah, anak-anak sekarang coba kalian jawab pertanyaan Bapak berdasarkan gambar yang terpasang di flannel board secara lisan seperti yang sudah Bapak contohkan tadi. Bisa?*” The pupils said, *“Bisa, Pak.”* Then, the teacher pointed the pupils one by one to answer the questions in that task.

Several minutes later, the teacher asked the pupils to make a group of four. They would play a game. It was a survey game. He gave an example of doing the game and also gave the rules of the game. The researcher helped the teacher to

distribute the hand out of the game. The pupils done the survey game in the group then they reported the result of the survey game. The form of the report was available in the appendices. The teacher asked the groups to report it in front of the class. It was useful to build the pupils' confidence in speaking English. Every time the pupils made mistakes in pronouncing the words, as usual, the teacher and the researcher correct it.

Then the last task was task 7. In this task, the pupils would play Body Clock game out the library. The rules of the game were given. The teacher and the researcher gave an example how to play it. At the beginning of the game, the pupils were confused. But since the middle until the end of the game, the pupils played the game actively. Finish playing; the pupils came back to the library. The teacher replayed the CD. He and the pupils sang the songs; *Match my clock* and *What time is it?* At the end of the lesson the researcher gave the material and the CD for the pupils. The teacher closed the class by saying, "This is the end of our class today. See you tomorrow. Good bye". "Good bye sir", said pupils.

Field Note 3

First Implementation of Unit 3 “No Smoking”

Place: SDN 14 Pelutan, Pematang

Day: Wednesday

Date: 21st March 2012

Time: 07.50 - 09.00

It was the third day of the first implementation of the first draft of the kits. As yesterday, the teacher and the researcher came to the library at 07.50. The pupils were ready to learn English in the library. The teacher greeted the pupils by saying, “Good morning, children”. Then the pupils answered, “Good morning, sir.” After that, he played the CD of the songs. He and the pupils sang *the Verb song* together. After singing, the teacher gave some questions related to the topic. “What do you see in this picture?” asked the teacher while showing the picture of public notice. A pupil answered, “No smoking, sir.” “Yes, you’re right. Where did you see this picture?” said him. The pupil answered, “*Ehm...di pom bensin, Pak.*” “Yes, you’re right. Now, please, look at the pictures on the flannel board and repeat after me.”, said him. The teacher continued reading the public notices in task 2 and explained where they may see them.

After conducting task 2 then the teacher changed the pictures with the public notices in task 3. He asked the pupils to do the exercises in the task as same the previous task. The pupils found difficulties of the pictures because they have not seen some pictures before. Then the researcher explained the pictures one by one so the pupils could answer the questions in task 3.

The next task was task 4. The teacher asked the pupils to put a tick (✓) in the box if the pictures and the rules are match. The pupils did not find any difficulties in doing this task. Finish doing task 4, the teacher again gave an example for task 5. He showed a picture to pupils then said, “Look at this picture. What can we do here?” There was a pupil answered, “*Boleh merokok kan, Pak?*” “Yes, you’re right. We can smoke in this area. Now, please look at the other pictures on the flannel board and write down what we can do in these areas”, said him. “Yes, sir”, said the pupils.

After that, the teacher asked the pupils to find 5 public notices surrounding the school and write them on a piece of paper. For task 6 the pupils also found difficulties; they did not find any public notices in the school beside the name of each room like classrooms, library, toilet and the school principal’s room. As the result, the teacher asked the researcher to create public notices for the school.

Task 7 is playing a game. It was *Getting around the town game*. The pupils played it out the library. As usual, the teacher gave the rules of the game. He divided the pupils into two groups. He and the researcher gave an example of doing the game then the pupils played it actively.

The lesson was ended by singing a song *In the city*. The researcher gave the material and the CD for the pupils. The teacher closed the class by saying, “This is the end of our class today. See you tomorrow. Good bye”. “Good bye sir”, said pupils.

Field Note 4

First Implementation of Unit 4 “My Name is Lintang”

Place: SDN 14 Pelutan, Pematang

Day: Thursday

Date: 22nd March 2012

Time: 07.50 - 09.00

It was the last day of the first implementation of the first draft of the kits. As the previous meetings, the teacher and the researcher came to the library at 07.50. The teacher greeted the pupils by saying, “Good morning, children”. Then the pupils answered, “Good morning, sir.” After that, he played the CD of the songs. He and the pupils sang *ABC song*. After singing, the teacher gave some questions related to the topic. “What’s your full name?” asked him. “Dian Kurnia”, said her. He asked her, “How do you spell your name?” The pupil did not answer then the teacher said, “My full name is Dian Kurnia. D-I-A-N-K-U-R-N-I-A. Repeat it, please.” Then Dian repeated spelling her name as the teacher said. The teacher continued giving examples of spelling names and writing an address as mentioned in task 2.

The next task is task 3. The teacher asked the pupils to work in pair. They had to answer some questions and write down the answers on the flannel board as examples in previous task. Then, the teacher and the pupils discussed the answers. “Good, most of you can write down the addresses correctly. Now, let’s have fun. We’ll create a birthday invitation”, said the teacher. The researcher distributed the forms of birthday invitations in order to do the assignment in task 4. Finish doing the works in task 3 and 4, the pupils collected the works to the teacher. A pupil named Sendi said to the researcher, “Miss, *boleh ngga minta gambar-gambar undangane? Minggu depan adik saya mau ulang tahun.*” “OK. I’ll print it for you.”

APPENDIX 4

INTERVIEW

TRANSCRIPT

INTERVIEW TRANSCRIPTS

INTERVIEW 1

School : SDN 14 Pelutan

Unit : 1

Day : Monday

Date : 16th April 2012

Time : 08.50

R: *Good morning, children.*

P₁: *Good morning, Miss.*

R: Apa pendapat adik-adik tentang materi lagu "*Reach for the sky*"?

P₁: Seneng banget, Miss. Lagunya pendek dan mudah dihafal, apalagi lagunya langsung diputar di TV kan tambah gampang belajar lagunya."

P₂: Selain itu, teks lagunya diberikan di akhir pelajaran jadi saya bisa mencocokkan antara bunyi kata dengan tulisannya.

R: Bagaimana dengan *game*-nya?

P₁: *Game*-nya juga bagus, bisa melatih konsentrasi mendengarkan setiap perintah yang diberikan.

P₃: Ya, kalau ada yang nglamun jadi ketahuan. Haha.....

R: Apa pendapat adik-adik tentang teknik pembelajaran yang saya terapkan?

P₁: Maksudnya?

R: Maksudnya adik-adik bisa mengikuti cara belajar seperti tadi tidak?

P₁: Bisa.

P₄: Bisa. Contoh instruksi dan responnya diulang-ulang jadi mudah belajarnya.

R: Kalau materi belajarnya bagaimana? Mudah atau sulit?

P₅: Ya....sesuai lah. Ngga' terlalu mudah dan nggga' terlalu sulit.

P₆: Pertama-tama sih ngga paham karena ada kata-kata yang baru didengar tapi lama-lama paham juga karena diulang-ulang terus. Miss nya sih pakai Inggris terus ngomongnya....?

R: La....kita kan memang sedang belajar bahasa Inggris.

P₆: Haha.....

R: Kegiatan tadi membantu Adik belajar Bahasa Inggris tidak?

P₇: Iya.

R: Materinya bisa bikin Adik berkomunikasi dalam Bahasa Inggris tidak?

P₇: Bisa.

INTERVIEW 2**School : SDN 14 Pelutan****Unit : 1****Day : Monday****Date : 16th April 2012****Time : 08.50**

R: Pagi, Pak.

T: Selamat pagi.

R: Bagaimana materi tadi Pak?

T: Dah bagus.

R: Apa materinya sudah sesuai dengan KTSP?

T: Sudah sudah. Materinya sudah sesuai dengan KTSP dan *course grid*-nya.

R: Apakah materi sudah sesuai dengan kemampuan dan kebutuhan siswa, Pak?

T: Materinya sudah mencakup kebutuhan siswa..dan juga kemampuan mereka.

R: Bagaimana dengan gamenya?

T: Gamenya tadi nyenengin.

R: Apa pendapat Bapak tentang kits yang saya buat untuk pengajaran?

T: Mulai dari mana dulu nih, Bu? Soalnya kan kitsnya banyak banget.

R: Ya mulai dari *course grid*/silabus, lesson plan atau RPP, media pembelajaran, dan juga CD lagunya.

T: Menurut saya, silabusnya jelas. Malah saya sangat terbantu dengan silabus yang dari Bu Wahyu. Kalau silabus dari Dikbud itu kan saya repot nyari materinya dulu, sedangkan dalam silabus dari Bu Wahyu kan sudah ada materinya sekalian gambar-gambare. Media pembelajaran dan CDnya juga bagus.

R: Kalau untuk panduan guru bagaimana, Pak?

T: Itu juga sudah bagus, sangat membantu saya dalam mengajarkan materi ke siswa.

R: Kalau teknik pembelajarannya gimana?

T: Sudah bagus.

R: Apakah Bapak terbantu dengan materi yang saya buat?

T: Ya, saya terbantu.

INTERVIEW 3**School : SDN 14 Pelutan****Unit : 2****Day : Tuesday****Date : 17th April 2012****Time : 08.50**R: *Good morning, children.*P₁: *Good morning, Miss.*R: Bagaimana tadi belajarnya? *Flashcards*-nya bisa membantu adik-adik belajar jam ngga?

- P₉: *Flashcards* itu apa, Miss?
- R: *Flashcards* itu gambar-gambar seperti yang tadi dipakai Pak Wanto untuk mengajarkan jam.
- P₉: Ooo...itu. Ya..ya..gambaranya bagus, berwarna dan bisa mbantu saya memahami penggunaan jam untuk kegiatan sehari-hari.
- P₃: Ya betul. Gambaranya ada jamnya sekalian ada gambar orangnya lagi ngapain, jadi kita bisa langsung tahu o...dia lagi makan jam 12 misale.
- R: Kalau lagu-lagunya?
- P₄: Lagunya juga pas sama temanya, jam.
- R: Kalau *game*-nya gimana?
- P₄: *Game*-nya juga sesuai banget sama tema. Saya jadi bisa belajar menerapkan jam dalam kegiatan sehari-hari kayak jam berapa bangun pagi, mandi, berangkat sekolah, les, dan main. Pokoknya banyak lah gunanya jam.
- R: Kalau *game* yang kedua gimana?
- P₃: Itu juga bagus, tubuh bisa gerak dan ngga ngerasa lagi belajar bahasa Inggris.
- R: Apa pendapat adik-adik tentang cara belajar seperti tadi? Bisa ngikuti ngga?
- P₇: Bisa. Cuma kalau bisa untuk listeningnya jangan cepat-cepat.
- R: Kalau materi belajarnya bagaimana? Mudah atau sulit?
- P₆: Ya....sesuai lah. Ngga' terlalu mudah dan nggga' terlalu sulit.
- R: Kegiatan tadi membantu Adik belajar Bahasa Inggris tidak?
- P₈: Iya.
- R: Materinya bisa bikin Adik berkomunikasi dalam Bahasa Inggris tidak?
- P₈: Bisa.
-

INTERVIEW 4

School : SDN 14 Pelutan

Unit : 2

Day : Tuesday

Date : 17th April 2012

Time : 08.50

- R: Pagi, Pak.
- T: Selamat pagi.
- R: Bagaimana materi tadi, Pak?
- T: Dah bagus.
- R: Apa materinya sudah sesuai dengan KTSP?
- T: Sudah. Sudah. Materinya sudah sesuai dengan KTSP dan *course grid*-nya.
- R: Apakah materi sudah sesuai dengan kemampuan dan kebutuhan siswa, Pak?
- T: Materinya sudah mencakup kebutuhan siswa..dan juga kemampuan mereka.
- R: Bagaimana dengan *game*-nya?
- T: *Game*-nya tadi nyenengin. Saya lihat mereka sangat bersemangat."
- R: Apa pendapat Bapak tentang *kits* yang saya buat untuk pengajaran di unit 2 ini?
- T: Bagus, lebih lengkap dari unit sebelumnya.
- R: Apakah Bapak merasa terbantu dengan *kits* yang saya buat ini?

T: Iya, Bu. *Kits* dari Bu Wahyu sudah bisa membantu saya mengajar.”
 R: Kalau teknik pembelajarannya gimana?
 T: Sudah bagus.

INTERVIEW 5

School : SDN 14 Pelutan

Unit : 3

Day : Wednesday

Date : 18th April 2012

Time : 08.50

R: Good morning, children.
 P₁: Good morning, Miss.
 R: Apa pendapat adik-adik tentang gambar-gambar *public notices* tadi?
 P₅: Gambarnya besar, jelas, apalagi dipasang di itu lho...gabus itu apa namanya?
 R: *Flannel board*, dibuat dari *sterofoam*.
 P₅: Iya, itulah. *Flannel board*.
 R: Kalau lagu-lagunya?
 P₇: Kalau lagu yang kedua mudah dan singkat. Tapi kalau yang pertama itu agak susah hafale karena panjang banget.
 R: Tapi bisa kan nyanyinya?
 P₇: Bisa. Soale diputar terus pake TV sih..
 R: Kalau *game*-nya gimana?
 P₅: *Game*-nya? Asyik, bisa untuk latihan membaca dan juga bicara dalam bahasa Inggris.
 R: Apa pendapat adik-adik tentang cara belajar seperti tadi? Bisa ngikuti ngga?
 P₆: Bisa.
 R: Kalau materi belajarnya bagaimana? Mudah atau sulit?
 P₉: Lumayan lah.
 R: Kegiatan tadi membantu Adik belajar Bahasa Inggris tidak?
 P₇: Iya. Kita jadi belajar memperhatikan *public notices* di setiap jalan yang kita lalui.
 R: Bagaimana materi tadi Pak?
 T: Dah bagus.
 R: Apa materinya sudah sesuai dengan KTSP?
 T: Sudah sudah. Materinya sudah sesuai dengan KTSP dan *course grid*- nya.

INTERVIEW 6**School : SDN 14 Pelutan****Unit : 3****Day : Wednesday****Date : 18th April 2012****Time : 08.50**

R: Pagi, Pak.

T: Selamat pagi.

R: Apakah materi sudah sesuai dengan kemampuan dan kebutuhan siswa, Pak?

T: Sudah. Tapi saya rasa untuk unit 3 ini penjelasan untuk setiap gambar harus diulang-ulang karena ada beberapa gambar yang jarang mereka lihat. Bahkan mungkin ini baru pertama lihat.

R: Bagaimana dengan gamenya?

T: Gamenya tadi nyenengin. Saya lihat mereka sangat bersemangat.

R: Kalau tentang kits yang saya buat untuk pengajaran di unit 3 ini bagaimana?

T: Bagus. Tapi saya rasa perlu membuat *public notice* di lingkungan sekolah ini karena hampir tidak ada itu di sini.

R: Baiklah, nanti saya buat.

T: Terima kasih.

R: Apakah Bapak merasa terbantu dengan *kits* yang saya buat ini?T: Iya. Yang saya suka itu gambare ditempel di *flannel board* jadi siswa bisa jelas lihatnya.

R: Kalau teknik pembelajarannya gimana?

T: Sudah bagus.

INTERVIEW 7**School : SDN 14 Pelutan****Unit : 4****Day : Thursday****Date : 19th April 2012****Time : 08.50**R: *Good morning, children.*P₁: *Good morning, Miss.*R: Bagaimana tadi belajarnya? Apa *hands out*-nya bisa membantu adik-adik belajar?P₉: *Hands out* itu apa, Miss?R: *Hands out* itu ya formulir yang tadi kalian isi dengan nama dan alamat. Selain itu, *party invitation* itu juga namanya *hands out*.P₉: Bagus. Aku suka gambare, berwarna-warni.

R: Kalau lagu-lagunya?

P₂: Lagunya juga pas sama temanya, mengeja huruf.

R: Kalau gamenya gimana?

P₂: Kalau gamenya lebih menarik yang kemarin.

R: Apa pendapat adik-adik tentang cara belajar seperti tadi? Bisa ngikuti ngga?

P₁₁: Bisa.

R: Kalau materi belajarnya bagaimana? Mudah atau sulit?

P₈: Ya....sesuai lah. Ngga' terlalu mudah dan nggga' terlalu sulit. Kita jadi bisa belajar nulis alamat yang betul dalam bahasa Inggris.

INTERVIEW 8

School : SDN 14 Pelutan

Unit : 4

Day : Thursday

Date : 19th April 2012

Time : 08.50

R: Pagi, Pak.

T: Selamat pagi.

R: Bagaimana materi tadi Pak?

T: Dah bagus.

R: Apa materinya sudah sesuai dengan KTSP?

T: Sudah. Sudah. Materinya sudah sesuai dengan KTSP dan *course grid*-nya"

R: Apakah materi sudah sesuai dengan kemampuan dan kebutuhan siswa, Pak?

T: Sudah.

R: Bagaimana dengan *game*-nya?

T: Saya lihat siswa lebih suka *game-game* di unit sebelumnya.

R: Apa pendapat Bapak tentang *kits* yang saya buat untuk pengajaran di unit 4 ini?

T: Bagus, nampaknya sederhana tapi sangat membantu siswa dalam keterampilan menulis alamat dalam bahasa Inggris.

R: Apakah Bapak merasa terbantu dengan *kits* yang saya buat ini?

T: Iya, Bu. *Kits* dari Bu Wahyu sudah bisa membantu saya mengajar.

R: Kalau teknik pembelajarannya gimana?

T: Sudah bagus.

APPENDIX 5

THE FIRST DRAFT

OF THE KITS

COURSE GRID

Class: V / Semester II

Themes	Standard of Competency	Basic Competence	Indicators	Input	Materials				Teaching and Learning Activities	Kits
					Functions	Grammar	Vocabulary	Media		
Unit 1 Reach for the Sky	Listening <i>5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah</i>	Listening <i>5.1 Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks sekolah</i> <i>5.2 Merespon instruksi sangat sederhana secara verbal</i>	Children are able to: 1. recognize the instructions; 2. do the given instructions; 3. respond to the instructions verbally such as <i>Yes, Mam/Sir.</i>	1. Simple instructions: • Clap your hands. • Touch your toes. • Turn around. • Put your finger on your nose. • Make a group of four, please. 2. A song: Reach for the sky.	Instructions: 1. Come to the class. 2. Yes, Mam. 3. Clean the white board, please. 4. Close the door. 5. Please, have a seat. 6. Move your chair. 7. Make a circle. 8. Choose your partner.	Instruction in simple present tense: verb + object + adverb	1. Verbs: come, move, clean, close, etc. 2. Nouns: bag, pen, door, white board, chair, body.	♦ things in the classroom ♦ television ♦ DVD player	1. Presentation: a. Simple instructions and appropriate responses are given as examples. b. The children practice it. c. They are guided whenever making mistakes in practicing it. 2. Practice: a. Verbal responses to the instructions are given and the children repeat it. b. The children practice it with friends. c. Sing a song "Reach for the	• Lesson plan • Teacher's guide • Hands out (script of song, game's rules) • CD of related songs and listening tasks

									Sky” 3. Production: a. Playing Simon says game b. The teacher gives the rules of the game. c. The children move the chairs to give spaces for playing the game. d. The teacher gives instructions and practices it using gesture and facial expression. e. The children follow the teacher’s previously step. f. The teacher gives the next instructions and the children do it. g. The children try to concentrate to the instructions. h. Whenever there is a child false in practicing the instructions, the others give	
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									punishment like singing in front of the class. i. Sing a song: Simon says.	
Unit 2 It's 7 o'clock.	Speaking 6. <i>Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah</i>	Speaking 6.3 <i>Bercakap-cakap untuk meminta/mem beri informasi secara berterima yang melibatkan tindak tutur: memberi informasi, memberi pendapat, dan meminta kejelasan</i>	Children are able to: 1. ask for information using <i>What time...?, What time do you usually ...?;</i> 2. give information using <i>It's o'clock, It's past ...It's a quarter to ...;</i> 3. ask for opinions using <i>What do you think about ...?</i>	1. Telling time related to daily activities. 2. Song "Match the clock" 3. Examples of asking for and giving opinions. 4. Examples of asking for and giving clarification.	A: "What time is it?" B: "It's one o'clock." A: "What time do you usually go to school?" B: "I usually go to school at 6.30." A: "What do you mean?" B: "What I mean is I like to go to school early though I'm not late."	Present tense: ♦ question sentences using <i>what</i> ..? ♦ S + (usually) verb + O + adverb	➤ numbers ➤ Verbs: go, get up, swim, etc. ➤ Nouns: I, you, she, he.	♦ Flash cards ♦ Television ♦ DVD player ♦ A clock	1. Presentation a. The teacher shows how to express time while moving the clock's hands. b. The children repeat the given examples. c. The sentences of daily activities are given and the children repeat it. d. Asking for and giving opinions are given and the children repeat it. e. The sentences of clarifying are	• Lesson plan • Teacher's guide • Handout (script of song, game's rules) • CD of related songs • Panel board

			<p><i>What is your opinion about ...?;</i></p> <p>4. give opinions using <i>I think ...</i>, <i>In my opinion ...</i>;</p> <p>5. ask for clarification using <i>What do you mean?;</i></p> <p>6. give clarification using <i>I mean ...</i>, <i>In other words ...</i>.</p>						<p>given for examples and the children repeat it.</p> <p>2. Practice</p> <p>a. The children practice the previous examples with chair mate.</p> <p>b. The children answer the given questions orally.</p> <p>c. Playing the survey game in a group of four.</p> <p>d. They are guided whenever find unfamiliar words and difficult pronunciation.</p> <p>e. They report the result of survey game; the model of report is prepared.</p>	
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									f. The children and the teacher correct the answers. 3. Production a. The children make a circle outside the class. b. Playing a game “Body Clock” c. The rules of the game are given.	
Unit 3 No Smoking	Reading 7. <i>Memahami tulisan bahasa Inggris sangat sederhana dalam konteks sekolah</i>	Reading 7.2 <i>Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima</i>	Children are able to: 1. pronounce the messages on descriptive pictures; 2. read aloud the written notice in public places.	1. A song “Verb Song” 2. reading notices ticked on a panel board: <i>No Smoking, No Parking, Entrance, Exit, Toilet</i> , etc.	A. What is the rule of the notice? B. The rule is no smoking. C. It is a smoking area. A. What can we do here? C. We can smoke a cigarette	Questions using <i>what</i> and <i>where</i> .	Nouns: I, you, we	♦ television ♦ DVD player ♦ Flash cards ♦ Panel board	1. Presentation a. The pictures of notice are given as example. b. The children try to guess where they are used to find the notice. c. The simple sentences are given as its explanation. 2. Practice a. The children	• Lesson plan • Teacher’s guide • Hands out (script of song and the rule of the game) • CD of related song

					<p>in this area.</p> <p>A. Where do you see the notice?</p> <p>B. I see it in the hospital.</p>				<p>do the exercises on a piece of paper.</p> <p>b. The teacher asks children to find out the written notice surrounding the school.</p> <p>c. The children write the result and collect it.</p> <p>3. Production</p> <p>a. The children make a group of four; each group gets large pieces of paper.</p> <p>b. Playing a game “Getting Around Town”</p> <p>c. The rules of the game are given.</p>	<ul style="list-style-type: none"> • Panel board
Unit 4 My Name is Lintang.	<p>Writing</p> <p>8. Mengeja dan menyalin kalimat sangat</p>	<p>Writing</p> <p>8.1 Mengeja kalimat sangat sederhana secara tepat</p>	Children are able to:	<p>1. spelling alphabet in English</p> <p>2. spelling names</p> <p>3. ABC song</p>	<p>A: “What’s your full name?”</p> <p>B: “My name is Riza</p>	<ul style="list-style-type: none"> ◆ Questions using <i>what</i>, <i>where</i> and <i>how</i>. ◆ det+noun +be+noun 	Nouns: I, you, names, places.	<ul style="list-style-type: none"> ◆ televi sion ◆ DVD player ◆ Flash cards ◆ Panel 	<p>1. Presentation</p> <p>a. The flashcards of alphabet are read as examples.</p> <p>b. Spelling names are</p>	<ul style="list-style-type: none"> • Lesson plan • Teacher’s guide • Hands out

	<i> sederhana dalam konteks sekolah</i>	<i> dan berterima 8.2 Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima dengan tanda baca yang tepat seperti: ucapan selamat, ucapan terima kasih, dan ucapan simpati</i>	3. fill a form.		Lintang Sabrina.” A: “What is your nick name?” B: “Lintang.” A: “How do you spell it?” B: “L-I-N-T- A-N-G. Lintang.” A: “Where do you live?” B: “I live at Jl. Teratai no. 13, Pemalang .” A: “Thank you.” B: “You’re welcome. ”			board	given as examples. c. Writing an address is given. d. Spelling numbers are given. 2. Practice a. The children one by one spell their names. Then, they ask their partner for same questions. b. They write their partners’ names and addresses on a panel board and spell it. c. The teacher and the children correct the answer.	(script of song, game’s rules, and a form) • CD of related songs • Panel board
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									3. Production <ul style="list-style-type: none"> a. The children fill a form includes names and address. b. Playing a game “First to say Z” c. The children sit in a circle. d. The rules of the game are given. 	
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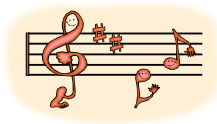
THE MATERIALS

Unit 1

Reach for the Sky

Objectives:

At the end of the lesson the children are able to recognize the given instructions and give appropriate responses.



Task 1 Let's sing.

Reach for the Sky

Clap your hands

Touch your toes

Turn around and put your finger on your nose

Flap your arms

Jump up high

Wiggle your fingers and reach for the sky

Come on everybody

Put your hands together and clap to the music

Task 2 Listen and do these instructions.



Listen to me.

Turn off the lights.

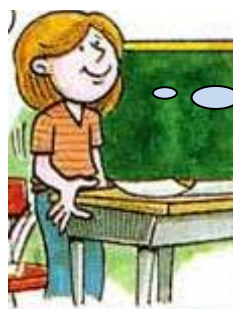
Yes, Mam.



Look at. Please
close your book.



- Be quiet,
please.
- Raise your
hand.
- Stand up.
- Thank you.



Yes, sir.

You're welcome.

Task 3 Practice the instructions with your partner.



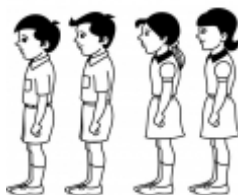
1. Open your book.



2. Clean the board.



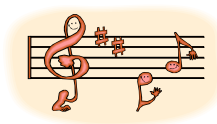
3. Take a piece of paper.



4. Make a line.



5. Sit down.



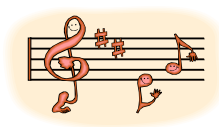
Task 4 Let's sing.

Task 5 Let's play a game.

The rules of the game *Simon says*:

1. One person is Simon and the rest stand in a line facing Simon.
2. The 'Simon' calls out instructions like this, "Simon says Touch your nose." Everyone else has to touch their nose.

3. If the 'Simon' calls out an instruction without saying "Simon says" then everyone should ignore the instruction.
4. If you don't follow a Simon says instruction you are out. If you do follow an instruction that doesn't have Simon says on it you are also out.
5. The person who wins can then be Simon next time.



Task 6 Let's sing

Simon says

] I'd like to play a game

That is so much fun

And it's not so very hard to do

The name of the game is Simple Simon says

And I would like for you to play it to

Put your hands in the air, Simple Simon says

Shake them all about, Simple Simon says

Do it when Simon says, Simple Simon says

And you will never be out. Simple Simon says

Put your hands on your head

Let your back bone stretch, Simon says, Simple Simon says

Put your hands on your head

Let your back bone stiff, Simon says

Put your hands on your head, Simple Simon says

Bring them down by your side, Simple Simon says

Shake them to your left, Simple Simon Says

Now shake them to your right

Put your hands on your head, Simple Simon says

Bring them down by your side, Simple Simon says

Shake them to your left, Simple Simon Says

Now shake them to your right

Now that you have learnt

To play this game with me

You can see its not so hard to do

Lets try it once again

This time more carefully

And I hope the winner will be you.

Clap your hands in the air, Simple Simon says

Do it double time, Simple Simon says

Slow it down like before, Simple Simon say

Ah, you're looking fine. Simple Simon says

Now clap them high in the air, Simple Simon says

Do it double time, Simple Simon says, Slow it down like before, Simple Simon says,

Ah, you're looking fine.

(repeat)

Now your clock should look just like mine

Match my clock and tell the time

It's 8 o'clock!

Short hand on the 10

Long hand on the 12

Tick, tock, tick, tock

Match my clock

(repeat)

Now your clock should look just like mine

Match my clock and tell the time

It's 10 o'clock!

Short hand on the 2

Long hand on the 12

Tick, tock, tick, tock

Match my clock

(repeat)

Now your clock should look just like mine

Match my clock and tell the time

It's 2 o'clock!

Short hand on the 4

Long hand on the 12

Tick, tock, tick, tock

Match my clock

(repeat)

Now your clock should look just like mine

Match my clock and tell the time

It's 4 o'clock!

Tick, tock, tick, tock

Match my clock

Tick, tock, tick, tock

Match my clock

Round and round and then we'll stop

Tick, tock, tick, tock

Match my clock

Short hand between 1 & 2

Long hand on the 6

Tick, tock, tick, tock

Match my clock

(repeat)

Now your clock should look just like mine

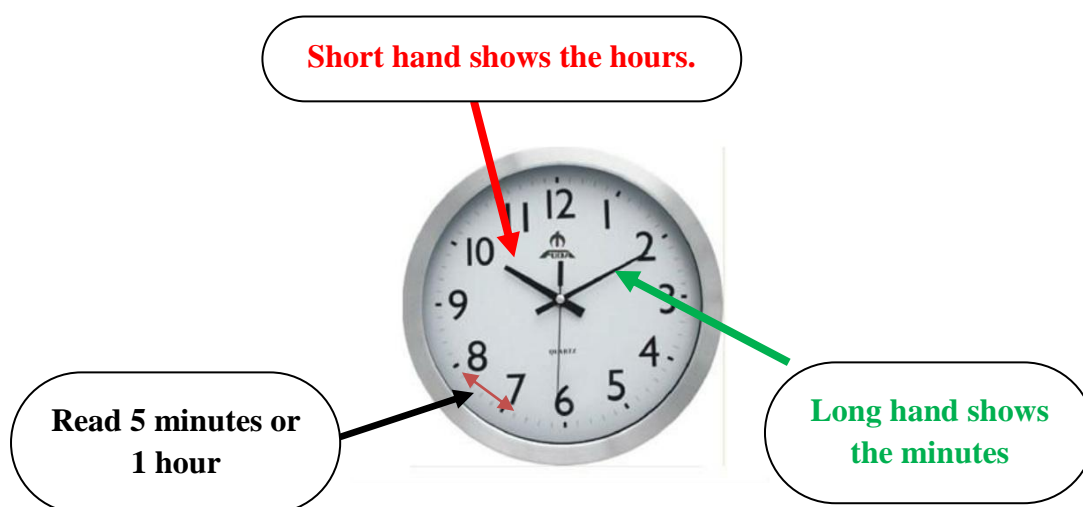
Match my clock and tell the time
It's 1:30!

Short hand between 3 & 4
Long hand on the 6
Tick, tock, tick, tock
Match my clock
(repeat)
Now your clock should look just like mine
Match my clock and tell the time
It's 3:30!

Short hand between 5 & 6
Long hand on the 6
Tick, tock, tick, tock
Match my clock
(repeat)
Now your clock should look just like mine
Match my clock and tell the time
It's 5:30!

Short hand between 9 & 10
Long hand on the 6
Tick, tock, tick, tock
Match my clock
(repeat)
Now your clock should look just like mine
Match my clock and tell the time
It's 9:30!

Task 2 Listen to the teacher and repeat.





What time
does the
school



The school begins
at seven o'clock.



What time is
break?

09.00

Break is at
nine.



A: "What time does
father have breakfast?"

B: "Father has breakfast
at six thirty a.m."

12.50

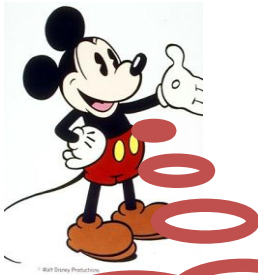
A: "What time will we
go home?"

B: "At ten to one p.m."

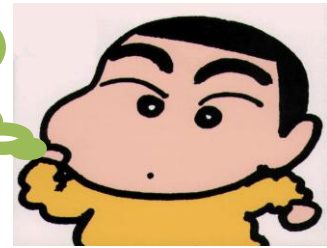


go home

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What time do you usually study?



I usually study at a quarter after seven p.m.



08.35

A: "What time do you usually go to bed?"

B: "At eight thirty-five p.m."



8.00

Which club will fight to night?

What time do they play?

PERSEMA and PERSETA.

At 8 o'clock p.m.

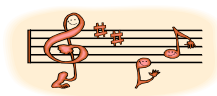
I think PERSEMA will be the winner.



So, what do you think of the clubs?

What do you mean?

I mean PERSEMA has experienced players so it will be the winner.



Task 3 Let's sing.

Task 4 Practice the previous examples with your chair mate.

Task 5 Look at the pictures on the flannel board and answer the questions orally. Number 1 and 6 are done for example.

1. A: "What time does Alfiah get up?"



B: "At seven o'clock."

2. A: "What time does she arrive at school?"



B: "....."

3. A: "What time does she play?"



B: "....."

4. A: "What time does he go home?"



B: "....."

5. A: "What time does he sleep?"



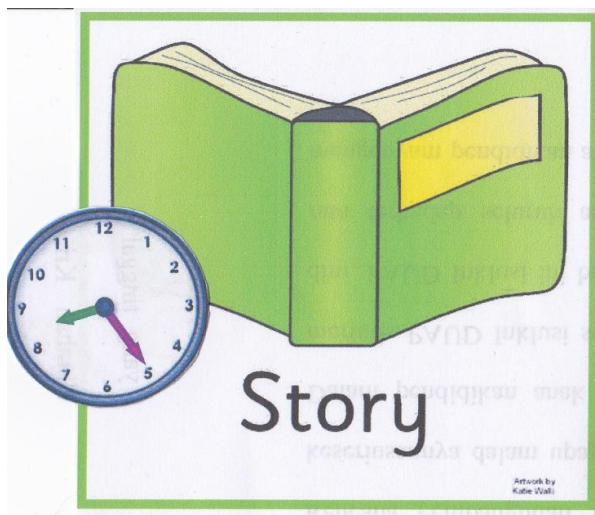
B: "....."

6. A: "What time will we go to English class this afternoon?"



B: "We'll go at three twenty p.m."

7. A: "What time does your mother usually read a story for you?"



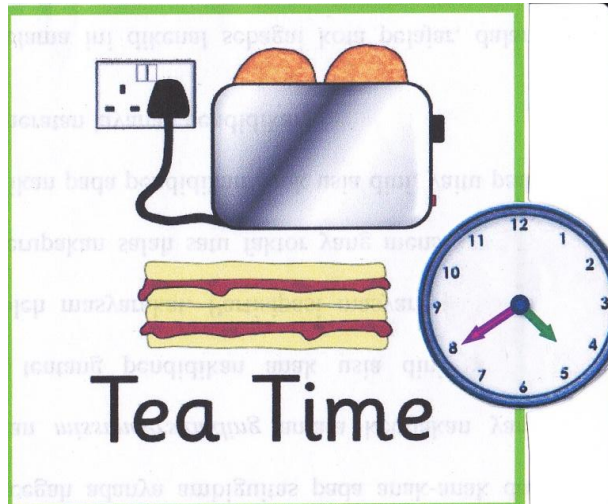
B: "She"

8. A: "What time does Anton go to swim?"

B: "He"



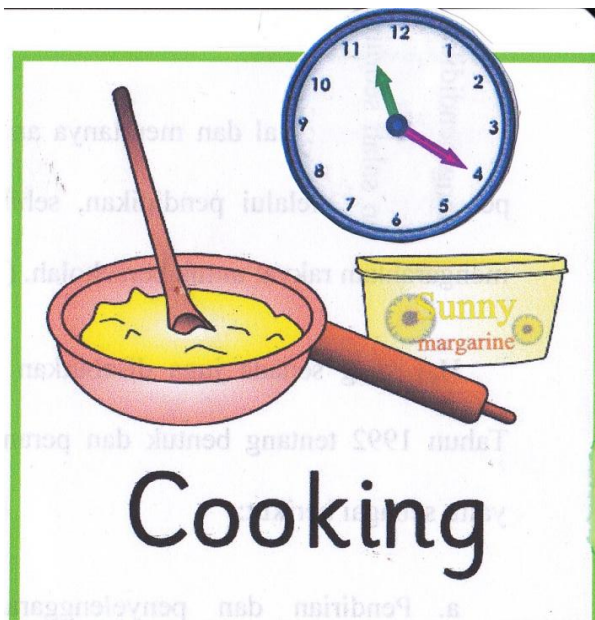
9. A: "What time does your family have tea in the afternoon?"



B: "We"

10. A: "What time does your mother cook food every day?"

B: "She"













**Task 6 Let's play a survey game in a group of four and report the result.
Number 1 is done for example.**


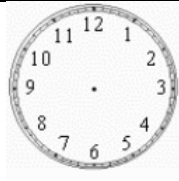


What time do you...?

Your name: _____

Classmate's name: _____

Signature: _____

Questions	from Monday to Saturday	on Sunday
1. What time do you usually get up?	Arin usually gets up at 6 o'clock. 	At 7 o'clock. 
2. What time do you usually brush your teeth?  
3. What time do you usually have breakfast?  
4. What time do you usually go to school?  
5. What time do you usually have lunch?  
6. What time do you usually do your

homework?				
7. What time do you usually go to bed? 	 	

Task 7 Let's play Body Clocks game.

The procedure of the game:

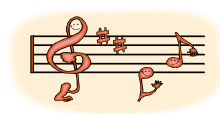
1. The children stand in a circle in a very wide open space, with a few feet between each. Then ask *What time is it?*
2. Say a time, for example, *It's three o'clock*. The children now put their arms up to represent this time: right arm straight up and left arm out to the side. If a child makes a mistake, he or she is out.
3. The last child left in wins.
4. Children who are out should continue to be involved. Get them to sit or stand out the circle and continue miming the times. Alternatively, children who are out say the times and check that the others are miming correctly.
5. It is possible to make the game into a competition between two teams, giving each team different times to represent.

Unit 3

No Smoking

Objectives:

At the end of the lesson the children are able to pronounce the messages on descriptive pictures and read aloud the written notice in public places.



Task 1 Let's sing.

The Verb Song

By Kathy Troxel/ Audio Memory 2006



I'm **running, jumping, singing**

That's because I am a **verb**

I'm **hopping dancing, ringing,**

That's because I'm a verb

I'm **coming, going, hitting, throwing**

Humming, rowing, sitting, blowing

Riding, hiding, gliding, sliding

Because I'm a **verb**.

I'm a verb, verb, verb

I'm an action word

So, put me where the action is

‘cause I’m an action word.

Sometimes I use a **helping verb**

To help me make a phrase

I can use these helping verbs in many different ways.

Like- **Will** you go?

And **Should** you stay?

And **May** I throw?

And **Does** he play?

And **Have** you seen it? **Did** he eat it?

Can we have some more?

I’m a verb, verb, verb

I’m an action word

So, put me where the action is

‘cause I’m an action word.

Sometimes when I’m doing something,

It is in my head

The action isn’t physical, it’s in my mind instead

Like **thinking, feeling, hoping, dreaming,**

Looking, resting, moping, scheming,

Estimating, calculating, and relating too.

I’m a verb, verb, verb

I’m an action word

So, put me where the action is

‘cause I’m an action word.

Sometimes I am a **linking verb**

A link between two words

Like **shall be, will be, should be,**

Would be, can be, and could be.

Linking verbs are commonly the forms of the verb “**be**”

Like **was and were, is and are,**

Am, being and be.

I’m a verb, verb, verb

I’m an action word

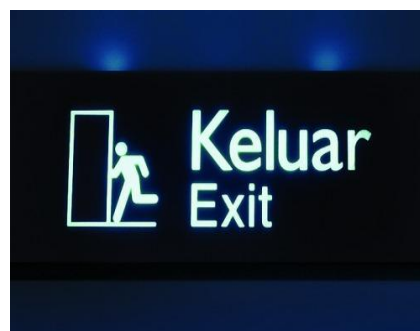
So, put me where the action is

‘cause I’m an action word.

Task 2 Look at the pictures on the panel board.



No smoking.



Exit



Switch off the hand phone.



Entrance

Task 3 Look at these pictures. What is the rule and where do you see it?



1.

Answer:



2.

Answer:

3.



Answer:

4.



Answer:

5.



Answer:

Task 4 Put a tick (✓) in the box if the pictures and the rules are match.

1.



2.



3.



4.



Task 5 What can we do in here?

1.



Answer:

2.



Answer:

3.



Answer:

4.



Answer:



5.

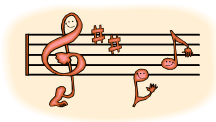
Answer:

Task 6 Find 5 public notices surrounding your school and write them on the piece of paper.

Task 7 Let's play a game.

The rules of the game *Getting around the town.*

1. The children are divided into two groups.
2. The first child rolls the dice and moves his or her counter or vehicle forward. If the counter lands on a red space, the child takes a red card; if on a blue space, he or she takes a blue card.
3. If child 1 takes a notice card, the group chants *What is the rule?* The child answers the first question.
4. If he can answer it correctly, then the group chants for twice *Where do you see the notice?*
5. Again, he should answer the second question correctly then he moves forward to the place on the card. If the answer is wrong, the child does not move.
6. The first child to reach 'finish' wins.



Task 8 Let's sing.

In the City

There are so many things in the city

Everything is waiting there for you

So many things to see in the city
Come with me and find something to do

I want to buy a book
Where should I go?
How do I get there?
I don't know
So you want to buy a book
The bookstore is for you
Turn left
Turn right

There are so many things in the city
Everything is waiting there for you
So many things to see in the city
Come with me and find something to do

APPENDIX 6

THE FINAL DRAFT

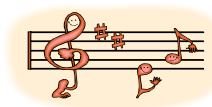
OF THE KITS

Unit 4

My name is Lintang.

Objectives:

At the end of the lesson the children are able to spell names in English, write an address and fill a form.



Task 1 Let's sing.

The Alphabet Song

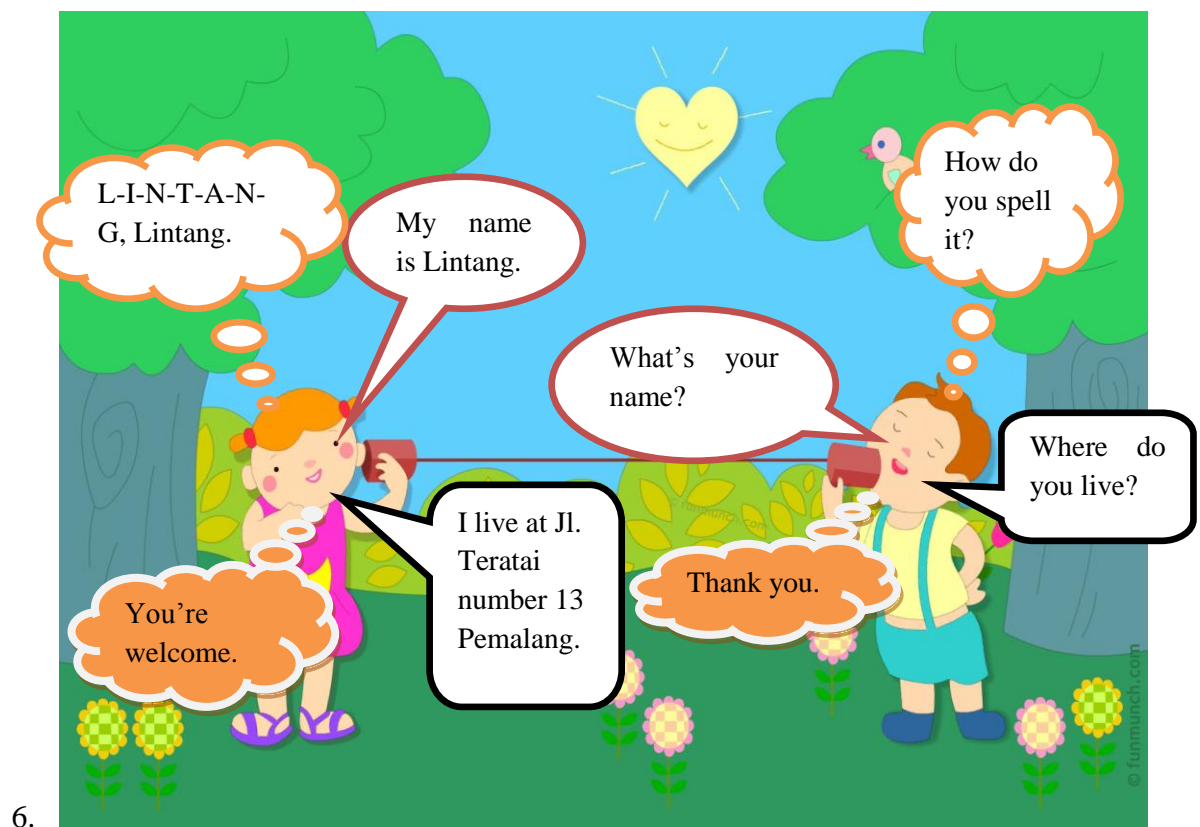
A you're adorable
 B you're so beautiful
 C you're so cute and full of charm
 D you're a darling
 E you're exciting
 F you're a feather in my arms
 G you're so good to me
 H you're so heavenly
 I you're the one that I idolize
 J we're like Jack and Jill
 K you're so kissable
 L you're the love life in my eyes
 M N O P I could go on all day
 Q R S T alphabetically speaking you're okay
 U make my life complete
 V makes you very sweet
 W X Y Z it's fun to wander through the alphabet with you to
 tell you what it means to me

Task 2 Pronounce it.

1. A, Ani. A-N-I, Ani.
2. B, Budi. B-U-D-I, Budi.
3. C, Cinta. C-I-N-T-A, Cinta.
4. D, Deni. D-E-N-I, Deni.
5. E, Edi. E-D-I, Edi.

A	/ei/	J	/d ₃ ei/	S	/es/
B	/bi:/	K	/ kei/	T	/ti:/
C	/si:/	L	/el/	U	/ju:/

D	/di:/	M	/em/	V	/vi:/
E	/i:/	N	/en/	W	/ˈdʌb.əl.ju:/
F	/ef/	O	/əʊ/	X	/eks/
G	/dʒi:/	P	/pi:/	Y	/wai/
H	/eit/	Q	/kju:/	Z	/zed/
I	/ai/	R	/ɑ:r/		



1	one	11	eleven	21	twenty-one	40	fourty
2	two	12	twelve	22	twenty-two	50	fifty
3	three	13	thirteen	23	twenty-three	60	sixty
4	four	14	fourteen	24	twenty-four	70	seventy
5	five	15	fifteen	25	twenty-five	80	eighty
6	six	16	sixteen	26	twenty-six	90	ninety

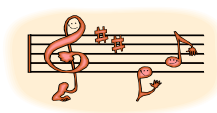
7	seven	17	seventeen	27	twenty-seven	100	one hundred
8	eight	18	eighteen	28	twenty-eight	101	one hundred and one
9	nine	19	nineteen	29	twenty-nine	1000	one thousand
10	ten	20	twenty	30	twenty-ten	1001	one thousand and one

Task 3 Answer the questions in pair and write the answers on the flannel board.

1. A: What's your full name?
B: My full name is.....
2. A: What's your nick name?
B: My nick name is
3. A: Where do you live?
B: I live

Task 4 Write a birthday party invitation to your friends. The forms are on the next page. Choose one of them.

Task 5 Look at the example on the next page. Write your full name and your nick name on the following forms. Choose one of the pictures.



Task 6 Let's sing.

Task 7 Let's play a game.

The rules of the game *First to say Z*:

1. The children sit in a circle. The first child holds the ball and starts the first round. A child may say one, two, or maximum three letters of the alphabet

before passing the ball to the next child. For example, Child 1 says *ABC*, child 2 says *D*, child 3 says *EFG*, and child 4 says *HI*.

2. The child who says the letter *Z* wins the round and gets a point. He or she then starts a new round. The game continues until a child has three points.

THE COURSE GRID OF DEVELOPING ENGLISH TEACHING LEARNING KITS FOR THE SCHOOL-BASED CURRICULUM FOR THE FIFTH GRADE OF SDN PELUTAN 14 PEMALANG, CENTRE JAVA IN THE SECOND SEMESTER IN THE ACADEMIC YEAR 2010/2011

Class: V / Semester II

Skill: Listening

Theme	Standard of Competency	Basic Competence	Indicators	Input	Materials				Teaching and Learning Activities	Kits
					Functions	Grammar	Vocabulary	Media		
Unit 1 Reach for the Sky	Listening <i>5. Memahami instruksi sederhana dengan tindakan dalam konteks sekolah</i>	Listening <i>5.1 Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks sekolah</i>	Children are able to: 1. recognize the instructions; 2. do the given instructions; 3. respond to the instructions verbally such as <i>Yes, Mam/Sir</i>	1. Simple instructions: • Clap your hands. • Touch your toes. • Turn around. • Put your finger on your nose.	Instructions : 1. Come to the class. 2. Yes, Mam. 3. Clean the white board, please. 4. Close the door. 5. Please, have a seat.	Instruction in simple present tense: verb + object + adverb	1. Verbs: come, move, clean, close, etc. 2. Nouns: bag, pen, door, white board, chair, body.	♦ things in the class room ♦ television ♦ DVD player	1. Presentation: a. Simple instructions and appropriate responses are given as examples. b. The children practice it. They are guided whenever making mistakes in practicing it. 2. Practice: a. Verbal responses to the instructions are given and the children repeat it.	• Lesson plan • Teacher's guide • Hand out (script of song, game's rules) • CD of related songs and listening tasks

(continued)

(continued)

Theme	Standard of Competency	Basic Competence	Indicators	Input	Materials				Teaching and Learning Activities	Kits
					Functions	Grammar	Vocabulary	Media		
		5.2 <i>Merespon instruksi sangat sederhana secara verbal</i>			6. Move your chair. 7. Make a circle. 8. Choose your partner.				b. The children practice it with friends. c. Sing a song "Reach for the Sky" 3. Production: a. Playing Simon says game b. The teacher gives the rules of the game c. The children move the chairs to give spaces for playing the game. d. The teacher gives instructions and practices it using gesture and facial expression.	

(continued)

(continued)

Theme	Standard of Competency	Basic Competence	Indicators	Input	Materials				Teaching and Learning Activities	Kits
					Functions	Grammar	Vocabulary	Media		
									e. The children follow the teacher's previously step. f. The teacher gives the next instructions and the children do it. g. The children try to concentrate to the instructions. h. Whenever there is a child false in practicing the instructions, the others give punishment like singing in front of the class. i. Sing a song: Simon says.	

LESSON PLAN

School Name: SDN 14 Pelutan, Pemasang

Subject: English

Class/Semester: V/2

Skill: Listening

Time Allocation: 2 x 35 minutes

Standard of Competency:

5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah

Basic Competence:

5.1 Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks sekolah

5.2 Merespon instruksi sangat sederhana secara verbal

Indicators:

Children are able to:

1. recognize the instructions;
2. do the given instructions;
3. respond to the instructions verbally such as *Yes, Mam/sir*.

The Goal:

At the end of the lesson the children are able to recognize the given instructions and give appropriate responses.

The Steps of teaching and learning activities:

A. Opening:

1. Prayer
2. Checking attendance
3. Warming up
 - a. "Reach for the sky and Simon says" songs are played and the children sing it.
 - b. The questions related to topics are given.

B. PPP

1. Presentation

- a. Simple instructions and appropriate responses are given as examples.
- b. The children practice it.
- c. They are guided whenever making mistakes in practicing it.

2. Practice

- a. Verbal responses to the instructions are given and the children repeat it.
- b. The children practice it with friends.
- c. Sing a song “Reach for the Sky”

3. Production

- a. Playing Simon says game
- b. The teacher gives the rules of the game.
- c. The teacher gives an example in the game.
- d. The children follow the teacher’s previously step.
- e. The teacher gives the next instructions and the children do it.
- f. The children try to concentrate to the instructions.
- g. Whenever there is a child false in practicing the instructions, the others give punishment like singing in front of the class then he becomes Simon.
- h. Sing a song: Simon says.

C. Closing

1. Summarizing

In this lesson, the children learn:

- a. Recognizing and doing the given instructions
 - ❖ Come to the class.
 - ❖ Yes, Mam.
 - ❖ Clean the board, please.
 - ❖ Close the door.
 - ❖ Please, have a seat.
 - ❖ Move your chair.
 - ❖ Make a circle.
 - ❖ Choose your partner.
- b. Giving verbal respond to the given instructions
 - A: “Open the door, please.”
 - B: “Yes, Mam.”
 - A: “Thank you.”
 - B: “You’re welcome.”

2. Further guidance

- a. The teacher plays *Reach for the Sky* and *Simon Says* song VCD. He isn’t allowed to write the lyrics.
- b. The children and the teacher can be model in practicing the given examples of instructions and the responds.

3. Reflection

How much do you learn from this lesson? Put a tick (✓).

Aspects	Very much	Much	Little
Recognizing and doing the instructions			
Responding to the instructions verbally			
Understanding the rules of the game			

D. Media

1. Things in the classroom
2. Television
3. CD of songs and listening task
4. VCD player

E. Sources

1. “Reach for the Sky and Simon Says” songs
2. A game, “*Simon says*”
3. Speed up English 5, Yudhistira
4. Language Function
5. Games for children, Oxford University
6. www.english-4kids.com
7. www.youtube.com
8. www.sparklebox.com

F. The Material :

1. Text: simple functional text.
2. Grammar:
 - a. Instruction in simple present tense:
 - b. Verb + object + adverb
3. Vocabulary:
 - a. Verbs: come, move, clean, close, etc.
 - b. Nouns: bag, pen,
4. Pronunciation: touch /tʌtʃ/, reach /ri:tʃ/
5. Expression: responding to the instructions.

G. Scoring

Aspects	Descriptions	Score
Responses	Appropriate to the instructions	5
	Less appropriate to the instructions	3
	Inappropriate to the instructions	1

Pemalang, April 2012

English Teacher

Student

Wanto

Wahyuningsih
NIM. 04202244064

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah: SDN 14 Pelutan, Pemalang

Mata Pelajaran: Bahasa Inggris

Kelas/Semester: V/2

Keterampilan: Mendengarkan

Alokasi Waktu: 2 x 35 minutes

Standar Kompetensi:

5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah

Kompetensi Dasar:

5.1 Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks sekolah

5.2 Merespon instruksi sangat sederhana secara verbal

Indikator:

1. Siswa dapat mengenali instruksi di dalam kelas;
2. Siswa dapat melakukan tindakan sesuai dengan instruksi yang diberikan oleh guru.
3. Siswa dapat merespon instruksi secara verbal menggunakan *Yes, Mam/sir*.

Tujuan Pembelajaran:

Pada akhir pembelajaran siswa dapat mengenali instruksi-instruksi yang diberikan dan memberikan respon sesuai instruksi.

Langkah-langkah Kegiatan Belajar dan Mengajar:

A. Pembukaan

1. Berdoa
2. Mengecek kehadiran siswa
3. *Warming up*
 - a. Guru memutar 2 lagu yaitu lagu *Reach for the Sky* dan *Simon Says*, para siswa menyanyikan lagu-lagu tersebut.
 - b. Pertanyaan terkait tema diberikan kepada siswa.

B. Kegiatan inti

1. Presentasi

- a. Instruksi sederhana dan respon yang sesuai diberikan kepada siswa sebagai contoh.
- b. Siswa mempraktekkan instruksi yang diberikan oleh guru.
- c. Siswa mendapat panduan dari guru jika mereka melakukan kesalahan dalam mempraktekkannya.

2. Praktik

- a. Respon secara lisan terhadap instruksi diberikan kepada siswa sebagai contoh.
- b. Siswa mempraktekkannya dengan teman secara berulang-ulang.
- c. Menyanyikan lagu *Reach for the Sky*.

3. Produksi

- a. Bermain *Simon Says game*.
- b. Guru memberikan aturan permainan dalam *game*.
- c. Guru memberikan contoh bermain *game* dan siswa mengikutinya.
- d. Guru memberikan instruksi berikutnya dan siswa melakukannya.
- e. Siswa berkonsentrasi mendengarkan setiap instruksi yang diberikan.
- f. Jika ada siswa yang salah merespon instruksi maka dia diberi hukuman menyanyi di depan kelas kemudian dia menjadi *simon* untuk member instruksi berikutnya.
- g. Siswa menyanyikan lagu *Simon says*.

C. Penutup

1. Kesimpulan

Dalam pelajaran ini, siswa belajar:

- a. Mengenali dan melakukan instruksi yang diberikan oleh guru, yaitu:
 - *Come to the class.*
 - *Yes, Mam.*
 - *Clean the board, please.*
 - *Close the door.*
 - *Please, have a seat.*
 - *Move your chair.*
 - *Make a circle.*
 - *Choose your partner.*

- b. Memberikan respon secara lisan untuk setiap instruksi yang diberikan.

Contoh:

A: "Open the door, please."

B: "Yes, Mam."

A: "Thank you."

B: "You're welcome."

2. Panduan mengajar

- a. Guru memutar lagu-lagu dalam VCD yaitu *Reach for the sky* dan *Simon says*. Sebaiknya guru tidak menuliskan lirik lagu-lagu tersebut.
- b. Siswa dan guru dapat berperan sebagai model dalam mempraktekkan contoh-contoh instruksi dan responnya.

3. Refleksi

Seberapa banyak yang Anda pelajari dari pelajaran ini? Berilah tanda (√).

Aspek	Sangat banyak	Sedang	Sedikit
Mengenali dan melakukan instruksi			
Merespon instruksi secara verbal			
Memahami instruksi dalam sebuah <i>game</i>			

D. Media

1. Benda-benda di dalam kelas; tas, buku, papan tulis, penghapus, dll.
2. Televisi
3. *CD of listening tasks and songs*
4. *VCD player*

E. Sumber Belajar

1. Lagu-lagu: *Reach for the sky* dan *Simon says*
2. *A game, "Simon says"*
3. Buku *Speed up English 5*, Yudhistira

4. Buku *Language Function*
5. Buku *Games for children*, Oxford University
6. www.english-4kids.com
7. www.youtube.com
8. www.sparklebox.com

F. Materi Pembelajaran :

1. Text: simple functional text.
2. Grammar
 - a. Instruction in simple present tense
 - b. verb + object + adverb
3. Vocabulary
 - a. Verbs: come, move, clean, close, etc.
 - b. Nouns: bag, pen,
4. Pronunciation: touch /tʌtʃ/, reach /ri:tʃ/
5. Expression: responding to the instructions.

G. Rubric Penilaian

Aspek yang dinilai	Uraian	Skor
Respon	Sesuai dengan instruksi	5
	Kurang sesuai dengan instruksi	3
	Tidak sesuai dengan instruksi	1

Pemalang, April 2012

Guru Bahasa Inggris

Mahasiswa

Wanto

Wahyuningsih
NIM. 04202244064

A GUIDE FOR TEACHERS

For The Listening Skill:

1. Task 1, 4, and 6 are singing songs. The teacher plays the songs. He and the children sing it together. While singing, he moves his body according to the lyric of the songs and the children follow him. He does not allow the children to write the lyric; he can repeat it until they can memorize the lyric.
2. Task 2, the teacher gives the instructions and the appropriate responses. The children practice it.
3. Task 3, the children practice the given instructions. The teacher may give other instructions for addition.
4. Task 5, the children play a game *Simon says*. They make a big circle outside the class. A child becomes Simon who gives instructions and the others respond to the instructions.

The rules of the game *Simon says*:

- a. One person is Simon and the rest stand in a line facing Simon.
 - b. The 'Simon' calls out instructions like this, "Simon says Touch your nose." Everyone else has to touch his/her nose.
 - c. If the 'Simon' calls out an instruction without saying "Simon says" then everyone should ignore the instruction.
 - d. If the children do not follow a Simon says instruction you are out. If you do follow an instruction that doesn't have Simon says on it you are also out.
 - e. The person who wins can then be Simon next time.
5. The material includes the songs, instructions, and the rules of the game will be distributed at the end of the lesson.

PANDUAN MENGAJAR UNTUK GURU

Untuk Keterampilan Mendengarkan:

1. Task 1, 4, dan 6 merupakan task menyanyi. Bapak/Ibu guru memainkan lagu-lagu dalam ketiga task tersebut, kemudian bernyanyi bersama para siswa sambil menggerakkan anggota tubuhnya mengikuti lirik lagu itu. . Siswa tidak diperkenankan menulis lirik lagu-lagu itu. Sebaiknya Bapak/Ibu guru mengulang-ulang lagu dan gerakannya sampai para siswa hafal.
2. Task 2, Bapak/Ibu guru memberikan instruksi dan respon yang sesuai dan siswa mempraktekkannya.
3. Task 3, siswa mempraktekkan instruksi Bapak/Ibu guru. Dalam hal ini instruksi diberikan secara lisan dan Bapak/Ibu guru dapat mencari instruksi-instruksi lain selain yang ada dalam materi pelajaran sebagai tambahan.
4. Task 5, para siswa bermain game “*Simon says*”. Mereka membuat lingkaran dengan bergandengan tangan di luar kelas. Satu orang siswa ditunjuk menjadi Simon yang bertugas memberikan instruksi, sementara siswa-siswa yang lain mengikuti instruksi yang diberikan.

Aturan permainan *Simon says*:

- a. Seorang siswa bertugas sebagai Simon dan siswa yang lain berdiri melingkar menghadap Simon.
 - b. Ketika Simon berkata : “ *Simon Says, touch your nose*” maka siswa yang lain akan menyentuh hidung masing masing.
 - c. Ketika Simon memberi instruksi tanpa berkata “*Simon Says*” maka siswa lain tidak boleh bergerak.
 - d. Bagi siswa yang tidak mengikuti instruksi atau bergerak tanpa instruksi dari Simon harus keluar dari lingkaran.
 - e. Bagi siswa yang terakhir berada di dalam lingkaran akan menjadi Simon pada game berikutnya.
 - f. Bagi siswa yang tidak dapat mengikuti instruksi akan diberi sanksi menyanyi.
5. Materi pembelajaran meliputi lagu-lagu, instruksi di kelas, dan aturan permainan dalam game akan dibagikan kepada siswa di akhir pembelajaran.

THE COURSE GRID OF DEVELOPING ENGLISH TEACHING LEARNING KITS FOR THE SCHOOL-BASED CURRICULUM FOR THE FIFTH GRADE OF SDN PELUTAN 14 PEMALANG, CENTRE JAVA IN THE SECOND SEMESTER IN THE ACADEMIC YEAR OF 2010/2011

Class: V / Semester II

Skill: Speaking

Theme	Standard of Competency	Basic Competence	Indicators	Input	Materials				Teaching and Learning Activities	Kits
					Functions	Grammar	Vocabulary	Media		
Unit 2 It's 7 o'clock.	Speaking 6. <i>Mengungkapkan instruksi dan informasi sederhana dalam konteks sekolah</i>	Speaking 6.3 <i>Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi, memberi pendapat, dan meminta kejelasan</i>	Children are able to: 1. ask for information using <i>What time...?, What time do you usually ...?; give information using It's o'clock, It's past ...It's a</i>	1. Telling time related to daily activities. 2. Song "Match the clock" 3. Examples of asking for and giving opinions. 4. Examples of asking for and giving	A: "What time is it?" B: "It's one o'clock." A: "What time do you usually go to school?" B: "I usually go to school at 6.30."	Present tense: ♦ question sentences using <i>what ...?</i> ♦ S + (usually) verb + O + adverb	➤ numbers ➤ Verbs: go, get up, swim, ➤ Nouns: I, you, she, he.	♦ Flashcards ♦ Television ♦ DVD player ♦ A clock	1. Presentation a. The teacher shows how to express time while moving the clock's hands. b. The children repeat the given examples. c. The sentences of daily activities are given and the children repeat it. d. Asking for and	• Lesson plan • Teacher's guide • Hand out (script of song, game's rules) • CD of related songs and listening tasks

(continued)

(continued)

Theme	Standard of Competency	Basic Competence	Indicators	Input	Materials				Teaching and Learning Activities	Kits
					Functions	Grammar	Vocabulary	Media		
			<i>quarter to ...;</i> 2. ask for opinions using <i>What do you think about ...? What is your opinion about ...?;</i> 3. give opinions using <i>I think ..., In my opinion ...;</i> 4. ask for clarification using <i>What do you mean?;</i> 5. give clarification using <i>I mean ...</i>	clarification.	A: "What do you mean?" B: "What I mean is I like to go to school early though I'm not late.				e. . giving opinions are given and the children repeat it. f. The sentences of clarifying are given for examples and the children repeat it. 2. Practice a. The children practice the previous examples with chair mate. b. The children answer the given	

(continued)

(continued)

Theme	Standard of Competency	Basic Competence	Indicators	Input	Materials				Teaching and Learning Activities	Kits
					Functions	Grammar	Vocabulary	Media		
									<p>questions orally</p> <p>c. Playing the survey game in a group of four.</p> <p>d. They are guided whenever find unfamiliar words and difficult pronunciation.</p> <p>e. They report the result of survey game; the model of report is prepared.</p> <p>f. The children and the teacher correct the answers.</p>	

(continued)

(continued)

Theme	Standard of Competency	Basic Competence	Indicators	Input	Materials				Teaching and Learning Activities	Kits
					Functions	Grammar	Vocabulary	Media		
									3. Production <ol style="list-style-type: none"> The children make a circle outside the class. Playing a game “Body Clock” The rules of the game are given. 	

LESSON PLAN

School Name: SDN 14 Pelutan, Pemalang
Subject: English
Class/Semester: V/2
Skill: Speaking
Time Allocation: 2 x 35 minutes

Standard of Competency:

6. *Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah*

Basic Competence:

6.3 *Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi, memberi pendapat, dan meminta kejelasan*

Indicators:

Children are able to:

1. ask for information using *What time...?, What time do you usually ...?*;
2. give information using *It's o'clock, It's past ...It's a quarter to ...*;
3. ask for opinions using *What do you think about ...? What is your opinion about ...?*;
4. give opinions using *I think ..., In my opinion*;
5. ask for clarification using *What do you mean?, Could you clarify that?*;
6. give clarification using *What I mean is ..., In other words*

The goals:

At the end of the lesson the children are able to ask for and give information, opinions, and clarification.

The Steps of teaching and learning activities:

A. Opening:

1. Prayer
2. Checking attendance
3. Warming up:
 - a. "Match my clock" song is played and the children sing it.
 - b. The questions related to topics are given.
 - c. The CD of listening task is played.
 - d. The flashcards of time are showed.

B. PPP

1. Presentation

- a. The teacher shows how to express time while moving the clock's hands.
- b. The children repeat the given examples.
- c. The sentences of daily activities are given and the children repeat it.
- d. Asking for and giving opinions are given and the children repeat it.
- e. The sentences of clarifying are given for examples and the children repeat it.

2. Practice

- a. The children practice the previous examples with chair mate.
- b. Playing the survey game in a group of four.
- c. They are guided whenever find unfamiliar words and difficult pronunciation.
- d. They report the result of survey game; the model of report is prepared.
- e. The children and the teacher correct the answers.

3. Production

- a. The children make a circle outside the class.
- b. Playing a game "Body Clock"
- c. The rules of the game are given.

C. Closing

1. Summarizing

In this lesson, the children learn:

- a. telling time, for example,
 A: What time is it?
 B: It's 4 o'clock.
 It's half past ten.
 It's a quarter to twelve.
- b. asking for and giving opinions
- c. asking for and giving clarification
- d. how to play a survey game in order to get information of daily routine, for example,
 A: What time do you usually get up?
 B: I usually get up at 5 o'clock in the morning.

A: What time do you usually go to school?

B: I usually go to school at 6.30.

- e. understanding the rules of the game.

2. Further guidance

- a. The teacher plays *Match My Clock* and *What Time Is It* songs VCD. He isn't allowed to write the lyrics.
- b. The teacher plays the CD of listening task; the teacher and the pupils repeat the sentences in task. He can play it for many times until the pupils can pronounce correctly word by word.
- c. The form of the report for survey game is available on the hands out.

3. Reflection

How much do you learn from this lesson? Put a tick (✓).

Aspects	Very much	Much	Little
Telling time			
Asking for and giving opinions			
Asking for and giving clarification			
Report a survey game			
Understanding the rules of the game			

D. Media

1. Television
2. CD of listening tasks and song
3. VCD player
4. Flannel board
5. Flashcards
6. A clock

E. Sources

1. *Match My Clock* and *What Time is It* songs.
2. Games: a survey game and Body Clock game

3. Speed up English 5, Yudhistira
4. Language Function
5. Games for children, Oxford University
6. www.english-4kids.com
7. www.youtube.com
8. www.sparklebox.com

F. The Material :

1. Text:

a. Songs

Match My Clock

Tick, tock, tick, tock
 Match my clock
 Tick, tock, tick, tock
 Match my clock
 Round and round and then we'll stop
 Tick, tock, tick, tock
 Match my clock
 Short hand on the 8
 Long hand on the 12
 Tick, tock, tick, tock
 Match my clock
 (repeat)

Now your clock should look just like mine
 Match my clock and tell the time
 It's 8 o'clock!

Short hand on the 10
 Long hand on the 12
 Tick, tock, tick, tock
 Match my clock
 (repeat)

Now your clock should look just like mine
 Match my clock and tell the time
 It's 10 o'clock!
 Short hand on the 8
 Long hand on the 12
 Tick, tock, tick, tock
 Match my clock
 (repeat)

Now your clock should look just like mine

Match my clock and tell the time
It's 8 o'clock!
Short hand on the 10
Long hand on the 12
Tick, tock, tick, tock
Match my clock
(repeat)

Now your clock should look just like mine
Match my clock and tell the time
It's 10 o'clock!
Short hand on the 2
Long hand on the 12
Tick, tock, tick, tock
Match my clock
(repeat)

Now your clock should look just like mine
Match my clock and tell the time
It's 2 o'clock!
Short hand on the 4
Long hand on the 12
Tick, tock, tick, tock
Match my clock
(repeat)

Now your clock should look just like mine
Match my clock and tell the time
It's 4 o'clock!
Tick, tock, tick, tock
Match my clock
Tick, tock, tick, tock
Match my clock
Round and round and then we'll stop
Tick, tock, tick, tock
Match my clock
Short hand between 1 & 2
Long hand on the 6
Tick, tock, tick, tock
Match my clock
(repeat)

Now your clock should look just like mine
Match my clock and tell the time
It's 1:30!
Short hand between 3 & 4

Long hand on the 6
 Tick, tock, tick, tock
 Match my clock
 (repeat)

Now your clock should look just like mine
 Match my clock and tell the time
 It's 3:30!
 Short hand between 5 & 6
 Long hand on the 6
 Tick, tock, tick, tock
 Match my clock
 (repeat)

Now your clock should look just like mine
 Match my clock and tell the time
 It's 5:30!
 Short hand between 9 & 10
 Long hand on the 6
 Tick, tock, tick, tock
 Match my clock
 (repeat)

Now your clock should look just like mine
 Match my clock and tell the time
 It's 9:30!

What Time is It

What time is it? (4x)
 It's 8 o'clock
 It's time to go to school

It's 8 o'clock
 It's 9 o'clock
 It's 10 o'clock
 It's 11 o'clock
 It's 12 o'clock
 It's 1 o'clock
 It's 2 o'clock
 It's 3 o'clock
 It's time to play guitar
 What time is it? (2x)

It's 4 o'clock
It's time to sing some more

It's 4 o'clock
It's 5 o'clock
It's 6 o'clock
It's 7 o'clock
It's 8 o'clock
It's time to go to bed

b. The rules of the games

1) *Survey game*

- a) The pupils make a group of four.
- b) Each pupil asks a list of questions to the others in the group and write the answers.
- c) All groups report the result of the survey game in front of the class.

2) *What time is it game*

- a) The children stand in a circle in a very wide open space, with a few feet between each. Then ask *What time is it?*
- b) Say a time, for example, *It's three o'clock*. The children now put their arms up to represent this time: right arm straight up and left arm out to the side. If a child makes a mistake, he or she is out.
- c) The last child left in wins.
- d) Children who are out should continue to be involved. Get them to sit or stand out the circle and continue miming the times. Alternatively, children who are out say the times and check that the others are miming correctly.
- e) It is possible to make the game into a competition between two teams, give each team different times to represent.

2. Grammar: Present tense, telling the time

Sentence pattern: **I usually** get up at 6 o'clock.

3. Vocabulary: numbers 1-60, action verbs: go, get up, have breakfast, etc.

4. Pronunciation: match /mætʃ/

5. Expression: expressing time in daily activities.

G. Evaluation

1. Technique: Monitoring

2. Form: Spoken

H. Scoring

No.	Aspects	Descriptions	Score
1.	Performance	Very good	5
		Good	4
		Enough	3
		Poor	2
		Very poor	1
2.	Pronunciation	Very good	5
		Good	4
		Enough	3
		Poor	2
		Very poor	1
3.	Strategic	Very good	5
		Good	4
		Enough	3
		Poor	2
		Very poor	1
4.	Content	Very good	5
		Good	4
		Enough	3
		Poor	2
		Very poor	1

Pemalang, April 2012

English Teacher

Student

Wanto

Wahyuningsih
NIM. 04202244064

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah: SDN 14 Pelutan, Pemalang
Mata Pelajaran: Bahasa Inggris
Kelas/Semester: V/2
Keterampilan: Berbicara
Alokasi Waktu: 2 x 35 minutes

Standar Kompetensi:

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah.

Kompetensi Dasar:

6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi, memberi pendapat, dan meminta kejelasan

Indikator:

Siswa dapat:

1. meminta informasi menggunakan *What time...?, What time do you usually ...?*;
2. memberi informasi menggunakan *It's o'clock, It's past ...It's a quarter to ...*;
3. meminta pendapat menggunakan *What do you think about ...? What is your opinion about ...?*;
4. memberi pendapat menggunakan *I think ..., In my opinion*;
5. meminta klarifikasi menggunakan *What do you mean?, Could you clarify that?*;
6. memberi kejelasan menggunakan *What I mean is ..., In other words*

Tujuan Pembelajaran:

Pada akhir pembelajaran siswa dapat meminta dan memberi informasi, pendapat dan klarifikasi/kejelasan.

Langkah-langkah Kegiatan Belajar dan Mengajar:

A. Pembukaan

1. Berdoa
2. Mengecek kehadiran siswa
3. *Warming up*:
 - a. Guru memutar 2 lagu yaitu *Match My Clock* dan *What Time Is it*, para siswa menyanyikan lagu-lagu tersebut.
 - b. Pertanyaan terkait tema diberikan kepada siswa.
 - c. Guru memutar CD berisi *listening tasks*.
 - d. Guru memberi contoh penggunaan waktu dengan media *flashcards*.

B. Kegiatan inti

1. Presentasi
 - a. Guru memberikan contoh membaca jam dengan media jam dinding sambil memutar-mutar jarum jam.
 - b. Siswa menirukan contoh yang diberikan.
 - c. Contoh penggunaan jam terkait kegiatan sehari-hari diberikan kepada siswa dan siswa menirukannya.
 - d. Guru memberikan contoh kalimat meminta dan memberi informasi dan siswa menirukannya.
 - e. Guru memberi contoh kalimat meminta kejelasan dan siswa menirukannya.
2. Praktik
 - a. Siswa mempraktekkan contoh-contoh kalimat dengan teman sebangku.
 - b. Bermain *survey game* dalam sebuah group terdiri dari empat orang.
 - c. Guru memandu siswa jika mereka menemukan kata-kata baru dan pengucapannya.
 - d. Siswa melaporkan hasil *survey game* di depan kelas; format laporan telah tersedia dalam lampiran.
 - e. Siswa dan guru meneliti jawaban laporan tersebut secara lisan.
3. Produksi
 - a. Siswa bermain *Body Clock game* di luar kelas.
 - b. Siswa berdiri melingkar.
 - c. Guru memberikan aturan permainan dalam *game*.

C. Penutup

1. Kesimpulan

Dalam pelajaran ini, siswa belajar:

- a. membaca jam, contoh:
A: What time is it?
B: It's 4 o'clock.
It's half past ten.
It's a quarter to twelve.
- b. memberi dan meminta pendapat
- c. memberi dan meminta kejelasan
- d. melaporkan hasil survey
- e. memahami aturan permainan dalam *game*.

2. Panduan mengajar

- a. Guru memutar 2 lagu yaitu *Match My Clock* dan *What Time Is It*. Sebaiknya guru tidak menuliskan lirik lagu-lagu tersebut.
- b. Guru memutar kaset CD berisi *listening tasks*; guru dan siswa mengulang kalimat-kalimat dalam *task* tersebut. Guru dapat memutar CD tersebut secara berulang-ulang sampai siswa mampu melafalkan setiap kata dengan benar.
- c. Bentuk laporan untuk *survey game* sudah tersedia di lampiran.

3. Refleksi

Seberapa banyak yang Anda pelajari dari pelajaran ini? Berilah tanda (√).

Aspek	Sangat banyak	Sedang	Sedikit
Menyatakan waktu			
Meminta dan member pendapat			
Meminta dan memberi informasi			
Melaporkan hasil <i>survey game</i>			
Memahami aturan permainan dalam <i>game</i>			

D. Media

1. Televisi
2. *CD of listening tasks and songs*
3. *VCD player*
4. *Flannel board*
5. *Flashcards*
6. Jam dinding

E. Sumber Belajar

1. Lagu-lagu: *Match My Clock* dan *What Time Is It*
2. Games: a survey game and Body Clock game
3. Buku *Speed up English 5*, Yudhistira
4. Buku *Language Function*
5. Buku *Games for children*, Oxford University
6. www.english-4kids.com
7. www.youtube.com
8. www.sparklebox.com

F. Materi Pembelajaran :**1. Text:****a. Songs****Match My Clock**

Tick, tock, tick, tock

Match my clock

Tick, tock, tick, tock

Match my clock

Round and round and then we'll stop

Tick, tock, tick, tock

Match my clock

Short hand on the 8

Long hand on the 12

Tick, tock, tick, tock

Match my clock

(repeat)

Now your clock should look just like mine

Match my clock and tell the time

It's 8 o'clock!

Short hand on the 10

Long hand on the 12

Tick, tock, tick, tock

Match my clock

(repeat)

Now your clock should look just like mine

Match my clock and tell the time

It's 10 o'clock!

Short hand on the 8

Long hand on the 12

Tick, tock, tick, tock

Match my clock

(repeat)

Now your clock should look just like mine

Match my clock and tell the time

It's 8 o'clock!

Short hand on the 10

Long hand on the 12

Tick, tock, tick, tock

Match my clock

(repeat)

Now your clock should look just like mine

Match my clock and tell the time

It's 10 o'clock!

Short hand on the 2

Long hand on the 12

Tick, tock, tick, tock

Match my clock

(repeat)

Now your clock should look just like mine

Match my clock and tell the time

It's 2 o'clock!

Short hand on the 4

Long hand on the 12

Tick, tock, tick, tock

Match my clock

(repeat)

Now your clock should look just like mine

Match my clock and tell the time

It's 4 o'clock!

Tick, tock, tick, tock

Match my clock

Tick, tock, tick, tock

Match my clock

Round and round and then we'll stop

Tick, tock, tick, tock

Match my clock

Short hand between 1 & 2

Long hand on the 6

Tick, tock, tick, tock

Match my clock

(repeat)

Now your clock should look just like mine

Match my clock and tell the time

It's 1:30!

Short hand between 3 & 4

Long hand on the 6

Tick, tock, tick, tock

Match my clock

(repeat)

Now your clock should look just like mine

Match my clock and tell the time

It's 3:30!

Short hand between 5 & 6

Long hand on the 6

Tick, tock, tick, tock

Match my clock

(repeat)

Now your clock should look just like mine

Match my clock and tell the time

It's 5:30!

Short hand between 9 & 10

Long hand on the 6

Tick, tock, tick, tock

Match my clock

(repeat)

Now your clock should look just like mine

Match my clock and tell the time

It's 9:30!

What time is it?

What time is it? (4x)

It's 8 o'clock

It's time to go to school

It's 8 o'clock

It's 9 o'clock

It's 10 o'clock

It's 11 o'clock

It's 12 o'clock

It' 1 o'clock

It's 2 o'clock

It's 3 o'clock

It's time to play guitar

What time is it? (2x)

It's 4 o'clock

It's time to sing some more

It's 4 o'clock

It's 5 o'clock

It's 6 o'clock

It's 7 o'clock

It's 8 o'clock

It's time to go to bed

b. The rules of the games

1) *Survey game*

- a) Siswa membuat kelompok terdiri dari 4 orang.

- b) Setiap siswa memberikan sejumlah pertanyaan kepada teman-temannya dalam 1 kelompok dan menuliskan jawabannya di selembar kertas.
- c) Semua kelompok melaporkan hasil *survey game* secara lisan di depan kelas.

2) ***What time is it game***

- a) Siswa berdiri melingkar dengan diberi sedikit jarak, kemudian seorang siswa bertanya: *What time is it?* Say a time, for example, *It's three o'clock*. The children now put their arms up to represent this time: right arm straight up and left arm out to the side. If a child makes a mistake, he or she is out.
- b) The last child left in wins.
- c) Children who are out should continue to be involved. Get them to sit or stand out the circle and continue miming the times. Alternatively, children who are out say the times and check that the others are miming correctly.
- d) It is possible to make the game into a competition between two teams, give each team different times to represent.

2. **Grammar:** Present tense, telling the time

Sentence pattern: **I usually** get up at 6 o'clock.

3. **Vocabulary:** numbers 1-60, action verbs: go, get up, have breakfast, etc.

4. **Pronunciation:** match /mætʃ/

5. **Expression:** expressing time in daily activities.

G. Scoring

No.	Aspek yang dinilai	Rentang Sekor	Skor
1.	<i>Performance</i>	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1
2.	<i>Pronunciation</i>	Sangat baik	5

		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1
3.	<i>Strategic</i>	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1
4.	<i>Content</i>	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1

Pemalang, April 2012

Guru Bahasa Inggris

Mahasiswa

Wanto

Wahyuningsih

NIM. 04202244064

A GUIDE FOR TEACHERS

For The Speaking Skill:

1. Before teaching, the teacher should learn the songs and listening tasks to ease him in teaching.
2. Task 1 and 3 are singing tasks. The teacher plays the song. He and the children sing it together while move the hands of the clock. He does not allow the children to write the lyric; he can repeat it until they can memorize the lyric.
3. Task 2, the teacher explains about reading a clock and gives examples of using a clock in daily activities.
4. Task 4, the pupils practice the given examples in task 2 with the chair mate. The teacher guides the pupils in pronunciation.
5. Task 5, the teacher puts the flashcards on the flannel board hanged in front of the class. He gives examples according to the pictures and the pupils answer the questions orally.
6. Task 6, the pupils make a group of four. The teacher gives an example of *a survey game*. Then, the pupils play the game in the group. Each group writes the result on the available form and reports it in front of the class orally.
7. Task 7, the pupils play *Body Clock game* outside.

The procedure of the game:

- a. The children stand in a circle in a very wide open space, with a few feet between each. Then ask *What time is it?*
- b. Say a time, for example, *It's three o'clock*. The children now put their arms up to represent this time: right arm straight up and left arm out to the side. If a child makes a mistake, he or she is out.
- c. The last child left in wins.
- d. Children who are out should continue to be involved. Get them to sit or stand out the circle and continue miming the times. Alternatively, children who are out say the times and check that the others are miming correctly.
- e. It is possible to make the game into a competition between two teams, giving each team different times to represent.

PANDUAN MENGAJAR UNTUK GURU

Untuk Keterampilan Berbicara:

1. Sebelum mengajar, Bapak/Ibu guru diharapkan menghafal lagu-lagu di dalam unit 2 ini dan mempelajari *listening tasks* agar lebih siap dalam mengajarkan materi.
2. Task 1 dan 3 merupakan task menyanyi. Bapak/Ibu guru memainkan lagu-lagu dalam task tersebut sambil memutar jarum jam sesuai lagu. Siswa tidak diperkenankan menulis lirik lagu-lagu itu. Sebaiknya Bapak/Ibu guru mengulang-ulang lagu sampai para siswa hafal.
3. Task 2, Bapak/Ibu guru memberikan penjelasan tentang membaca jam sambil menunjuk jarum jam kemudian memberikan contoh-contoh penggunaan jam berkaitan dengan aktivitas sehari-hari.
4. Task 4, para siswa mempraktekkan contoh-contoh dalam task 2 dengan teman sebangku. Bapak/Ibu guru membimbing siswa dalam pelafalan kata.
5. Task 5, Bapak/Ibu guru menempelkan *flashcards* atau gambar di papan peraga yang digantung di depan kelas. Bapak/Ibu guru memberikan contoh kalimat, kemudian para siswa menjawab pertanyaan secara lisan sesuai gambar.
6. Task 6, Bapak/Ibu guru memberikan contoh untuk *survey game* dan siswa melakukan *game* itu dalam satu kelompok beranggotakan 4 orang. Setiap kelompok melaporkan hasil survey masing-masing sesuai format yang diberikan.
7. Task 7, para siswa bermain *Body Clock game* di luar kelas.

Aturan permainan *Body Clock game*:

- a. Para siswa diminta berdiri melingkar diluar kelas.
- b. Siswa dibagi menjadi dua kelompok melingkar.
- c. Kelompok pertama bertanya pada kelompok kedua, "*What time is it?*"
- d. Kelompok kedua merespon kelompok pertama dengan lisan dan tindakan. Misal siswa menjawab, "*It's three o'clock*". Lengan kanan siswa mengarah ke atas dan lengan kiri lurus ke kiri seperti menunjukkan jarum jam 3.
- e. Apabila ada siswa yang tidak bisa merespon dengan benar maka harus keluar dari lingkaran.
- f. Siswa yang terakhir berada di lingkaran akan menjadi pemenang.
- g. Di akhir game, guru memutar lagu *What time is it?*

THE COURSE GRID OF DEVELOPING ENGLISH TEACHING LEARNING KITS FOR THE SCHOOL-BASED CURRICULUM FOR THE FIFTH GRADE OF SDN PELUTAN 14 PEMALANG, CENTRE JAVA IN THE SECOND SEMESTER IN THE ACADEMIC YEAR OF 2010/2011

Class: V / Semester II

Skill: Reading

Theme	Standard of Competency	Basic Competence	Indicators	Input	Materials				Teaching and Learning Activities	Kits
					Functions	Grammar	Vocabulary	Media		
Unit 3 No Smoking	Reading 7. <i>Memahami tulisan bahasa Inggris sangat sederhana dalam konteks sekolah</i>	Reading 7.2 <i>Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima</i>	Children are able to: 1. pronounce the messages on descriptive pictures; 2. read aloud the written notice in public places.	1. A song "Verb Song" 2. reading notices ticked on a flannel board: <i>No Smoking, No Parking, Entrance, Exit, Toilet.</i>	A. What is the rule of the notice? B. The rule is no smoking. C. It is a smoking area. A. What can we do here? C. We can smoke a cigarette in this area.	Questions using <i>what</i> and <i>where</i> .	Nouns: I, you, we	♦ television ♦ DVD player ♦ Flashcards ♦ Panel board	1. Presentation a. The pictures of notice are given as example. b. The children try to guess where they are used to find the notice. c. The simple sentences are given as its explanation. 2. Practice a. The children do the exercises on a piece of paper. b. The teacher asks children to find out the written notice surrounding the school. c. The children write	<ul style="list-style-type: none"> • Lesson plan • Teacher's guide • Hand out (script of song, game's rules) • CD of related songs and listening tasks

(continued)

(continued)

Theme	Standard of Competency	Basic Competence	Indicators	Input	Materials				Teaching and Learning Activities	Kits
					Functions	Grammar	Vocabulary	Media		
					A. Where do you see the notice? B. I see it in the hospital.				the result and collect it. 3. Production a. The children make a group of four; each group gets large pieces of paper. b. Playing a game "Getting Around Town" c. The rules of the game are given.	

LESSON PLAN

School Name: SDN 14 Pelutan, Pemalang
Subject: English
Class/Semester: V/2
Skill: Reading
Time Allocation: 2 x 35 minutes

Standard of Competency:

7. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks sekolah

Basic Competence:

7.2 Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima

Indicators:

Children are able to:

1. pronounce the messages on descriptive pictures;
2. read aloud the written notice in public places.

The Goal:

At the end of the lesson the children are able to pronounce the messages on descriptive pictures and read aloud the written notice in public places.

The Steps of teaching and learning activities:

A. Opening:

1. Prayer
2. Checking attendance
3. Warming up:
 - a. "Verbs song" and "In the City" are played and the children sing it.
 - b. The questions related to topics are given.

B. PPP

1. Presentation

- a. The pictures of notice are given as example.
- b. The children try to guess where they are used to find the notice.
- c. The simple sentences are given as its explanation.

2. Practice

- a. The children do the exercises on a piece of paper.
- b. The teacher asks children to find out the written notice surrounding the school.
- c. The children write the result and collect it.

3. Production

- a. The children make a group of four; each group gets large pieces of paper.
- b. Playing a game “*Getting Around the Town*”
- c. The rules of the game are given.

C. Closing

1. Summarizing

In this lesson, the children learn to:

- a. pronounce the messages on descriptive text;
- b. read aloud the written notice in public places.
- c. be more pay attention on the signs and written notices surrounding them.

2. Further guidance:

- a. The teacher plays the Verb song VCD. He isn’t allowed to write the lyrics.
- b. The teacher plays the CD of listening task; the teacher and the pupils repeat the sentences in task. He can play it for many times until the pupils can pronounce correctly word by word.
- c. The teacher may create or find written notices ticked on the wall of rooms in the school.

3. Reflection:

How much do you learn from this lesson? Put a tick (√).

Aspects	Very much	Much	Little
Pronounce the messages on descriptive pictures			
Read aloud the written notice in public places.			
Understanding the rules of the game			

D. Media

1. CD of songs and listening tasks

2. VCD player
3. Television
4. Flannel board
5. Flashcards

E. Sources

1. “The Verb and In the City” songs
2. A game, “*Getting Around the Town*”
3. Speed up English 5, Yudhistira
4. Language Function
5. Games for children, Oxford University
6. www.english-4kids.com
7. www.youtube.com
8. www.sparklebox.co.uk

F. The Material

1. Texts:
 - a. Simple functional text.
 - b. Song

The Verb Song By Kathy Troxel/ Audio Memory 2006



I'm **running, jumping, singing**
 That's because I am a **verb**
 I'm **hopping dancing, ringing,**
 That's because I'm a verb
 I'm **coming, going, hitting, throwing**
Humming, rowing, sitting, blowing
Riding, hiding, gliding, sliding
 Because I'm a **verb.**

I'm a verb, verb, verb
 I'm an action word
 So, put me where the action is
 'cause I'm an action word.

Sometimes I use a **helping verb**

To help me make a phrase
 I can use these helping verbs in many different ways.
 Like- **Will** you go?
 And **Should** you stay?
 And **May** I throw?
 And **Does** he play?
 And **Have** you seen it? **Did** he eat it?
Can we have some more?

I'm a verb, verb, verb
 I'm an action word
 So, put me where the action is
 'cause I'm an action word.

Sometimes when I'm doing something,
 It is in my head
 The action isn't physical, it's in my mind instead
 Like **thinking, feeling, hoping, dreaming,**
Looking, resting, moping, scheming,
Estimating, calculating, and relating too.

I'm a verb, verb, verb
 I'm an action word
 So, put me where the action is
 'cause I'm an action word.

Sometimes I am a **linking verb**
 A link between two words
 Like **shall be, will be, should be,**
Would be, can be, and could be.
 Linking verbs are commonly the forms of the verb "**be**"
 Like **was and were, is and are,**
Am, being and be.

I'm a verb, verb, verb
 I'm an action word
 So, put me where the action is
 'cause I'm an action word.

In the City

There are so many things in the city
 Everything is waiting there for you
 So many things to see in the city
 Come with me and find something to do

I want to buy a book
 Where should I go?
 How do I get there?
 I don't know
 So you want to buy a book
 The bookstore is for you
 Turn left
 Turn right

There are so many things in the city
 Everything is waiting there for you
 So many things to see in the city
 Come with me and find something to do

c. The rules of the games

The rules of the game *Getting around the town*.

1. The children are divided into two groups.
 2. The first child rolls the dice and moves his or her counter or vehicle forward. If the counter lands on a red space, the child takes a red card; if on a blue space, he or she takes a blue card.
 3. If child 1 takes a notice card, the group chants *What is the rule?* The child answers the first question.
 4. If he can answer it correctly, then the group chants for twice *Where do you see the notice?*
 5. Again, he should answer the second question correctly then he moves forward to the place on the card. If the answer is wrong, the child does not move
 6. The first child to reach 'finish' wins.
2. Grammar: Questions using *what* and *where*.
 3. Vocabulary: no nuts, no foods and drinks, be polite, etc.
 4. Pronunciation: polite /pə'laɪt/, quite / /kwaɪt/
 5. Expression: reading written public notices and signs.

G. Evaluation

1. Technique: Monitoring
2. Form: Spoken and written

H. Scoring

No.	Aspects	Descriptions	Score
1.	Pronunciation	Very good	5
		Good	4
		Enough	3
		Poor	2
		Very poor	1
2.	Writing	Very good	5
		Good	4
		Enough	3
		Poor	2
		Very poor	1

Pemalang, April 2012

English Teacher

Student

Wanto

Wahyuningsih
NIM. 04202244064

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah: SDN 14 Pelutan, Pemalang
Mata Pelajaran: Bahasa Inggris
Kelas/Semester: V/2
Keterampilan: Membaca
Alokasi Waktu: 2 x 35 minutes

Standar Kompetensi:

7. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks sekolah

Kompetensi Dasar:

7.2 Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima

Indikator:

1. Siswa dapat melafalkan pesan tertulis pada gambar deskriptif;
2. Siswa membaca nyaring papan peringatan tertulis di tempat umum.

Tujuan Pembelajaran:

Pada akhir pembelajaran siswa dapat melafalkan pesan tertulis pada gambar deskriptif dan membaca nyaring papan peringatan tertulis di tempat umum.

Langkah-langkah Kegiatan Belajar dan Mengajar:

A. Pembukaan

1. Berdoa
2. Mengecek kehadiran siswa
3. *Warming up*:
 - a. Guru memutar 2 lagu yaitu *The Verb* dan *In the City*, para siswa menyanyikan lagu-lagu tersebut.
 - b. Pertanyaan terkait tema diberikan kepada siswa.
 - c. Guru memutar CD berisi *listening tasks*.

B. Kegiatan inti

1. Presentasi

- a. Guru menunjukkan gambar- gambar papan peringatan kepada siswa sebagai contoh.
- b. Siswa menebak di mana mereka biasa menjumpai papan peringatan tersebut.
- c. Guru memberikan penjelasan mengenai gambar-gambar tersebut.

2. Praktik

- a. Siswa mengerjakan latihan pada *task* 3-5.
- b. Guru meminta siswa mencari papan peringatan tertulis di lingkungan sekolah.
- c. Siswa menulis hasil pekerjaannya pada selembar kertas kemudian mengumpulkannya.

3. Produksi

- a. Siswa membentuk kelompok yang terdiri dari 4 orang.
- b. Siswa bermain game “*Getting Around the Town*”
- c. Guru memberikan aturan permainan.

C. Penutup

1. Kesimpulan

Dalam pelajaran ini, siswa belajar:

- a. melafalkan pesan tertulis dalam deskriptif teks;
- b. membaca nyaring pesan tertulis dalam gambar *public notices*;
- c. lebih memperhatikan *public notices* dan rambu-rambu lalu lintas di jalan-jalan yang mereka lalui.

2. Panduan mengajar

- a. Guru memutar lagu *The Verb* dan *In the City*. Sebaiknya guru tidak menuliskan lirik lagu-lagu tersebut.
- b. Guru memutar kaset CD berisi *listening tasks*; guru dan siswa mengulang kalimat-kalimat dalam *task* tersebut. Guru dapat memutar CD tersebut secara berulang-ulang sampai siswa mampu melafalkan setiap kata dengan benar.
- c. Guru memberikan penjelasan mengenai gambar-gambar peraga.

3. Refleksi

Seberapa banyak yang Anda pelajari dari pelajaran ini? Berilah tanda (✓).

Aspek	Sangat banyak	Sedang	Sedikit
Melafalkan pesan tertulis pada gambar deskriptif			
Membaca nyaring papan peringatan tertulis di tempat umum			
jMemahami aturan permainan dalam <i>game</i>			

D. Media

1. Televisi
2. *CD of songs and listening tasks.*
3. *VCD player*
4. *Flannel board*
5. *Flashcards*

E. Sumber Belajar

1. Lagu-lagu: *The Verb* dan *In the City*
2. *Game: Getting around the Town*
3. Buku *Speed up English 5*, Yudhistira
4. Buku *Language Function*
5. Buku *Games for children*, Oxford University
6. www.english-4kids.com
7. www.youtube.com
8. www.sparklebox.com

F. Materi Pembelajaran :

1. Text:

- a. Simple functional text.
- b. Songs

The Verb Song

By Kathy Troxel/ Audio Memory 2006



I'm **running, jumping, singing**

That's because I am a **verb**

I'm **hopping dancing, ringing,**

That's because I'm a verb

I'm **coming, going, hitting, throwing**

Humming, rowing, sitting, blowing

Riding, hiding, gliding, sliding

Because I'm a **verb**.

I'm a verb, verb, verb

I'm an action word

So, put me where the action is

'cause I'm an action word.

Sometimes I use a **helping verb**

To help me make a phrase

I can use these helping verbs in many different ways.

Like- **Will** you go?

And **Should** you stay?

And **May** I throw?

And **Does** he play?

And **Have** you seen it? **Did** he eat it?

Can we have some more?

I'm a verb, verb, verb

I'm an action word

So, put me where the action is

'cause I'm an action word.

Sometimes when I'm doing something,

It is in my head

The action isn't physical, it's in my mind instead

Like **thinking, feeling, hoping, dreaming,**

Looking, resting, moping, scheming,

Estimating, calculating, and relating too.

I'm a verb, verb, verb

I'm an action word

So, put me where the action is

'cause I'm an action word.

Sometimes I am a **linking verb**

A link between two words

Like **shall be, will be, should be,**

Would be, can be, and could be.

Linking verbs are commonly the forms of the verb **"be"**

Like **was** and **were**, **is** and **are**,
Am, **being** and **be**.

I'm a verb, verb, verb
 I'm an action word
 So, put me where the action is
 'cause I'm an action word.

In the City

There are so many things in the city
 Everything is waiting there for you
 So many things to see in the city
 Come with me and find something to do

I want to buy a book
 Where should I go?
 How do I get there?
 I don't know
 So you want to buy a book
 The bookstore is for you
 Turn left
 Turn right

There are so many things in the city
 Everything is waiting there for you

So many things to see in the city

Come with me and find something to do

c. Aturan permainan ***Getting around the town:***

- 1) Siswa dibagi menjadi 2 kelompok besar.
- 2) Siswa pertama mengocok dadu kemudian dia melangkah sesuai jumlah pada mata dadu yang keluar.
- 3) Jika dia menginjak kotak merah maka siswa tersebut mengambil kartu merah dan jika dia menginjak kotak biru maka dia mengambil kartu iu.
- 4) Sesudah pemain pertama tadi mengambil kartu, kelompoknya akan bertanya "What is the rule?" maka dia harus menjawab sesuai kartu.
- 5) Jika dia menjawab dengan benar maka kelompoknya akan bertanya lagi "Where do you see the notice?"
- 6) Jika jawabannya benar, maka dia boleh melangkah ke tempat sesuai kartu. Sebaliknya, jika jawabannya salah, maka dia diam di tempat.
- 7) Siswa/pemain yang pertama kali mencapai finish maka dialah pemenangnya.

2. **Grammar:** pertanyaan menggunakan kata *what* dan *where*.

3. **Vocabulary:** *no nuts, no foods and drinks, be polite*, dan lain-lain.

4. **Pronunciation:** *polite* /pə'laɪt/, *quite* /'kwaɪt/

5. **Expression:** membaca *written public notices* dan signs.

G. Evaluasi

1. Teknik: memantau
2. Bentuk: lisan dan tulis

H. Penilaian

No.	Aspek	Uraian	Nilai
1.	<i>Pronunciation</i>	Sangat baik	5
		Baik	4
		Cukup	3

		Kurang	2
		Sangat kurang	1
2.	<i>Writing</i>	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Sangat kurang	1

Pemalang, April 2012

Guru Bahasa Inggris

Mahasiswa

Wanto

Wahyuningsih

NIM. 04202244064

THE COURSE GRID OF DEVELOPING ENGLISH TEACHING LEARNING KITS FOR THE SCHOOL-BASED CURRICULUM FOR THE FIFTH GRADE OF SDN PELUTAN 14 PEMALANG, CENTRE JAVA IN THE SECOND SEMESTER IN THE ACADEMIC YEAR OF 2010/2011

Class: V / Semester II

Skill: Writing

Theme	Standard of Competency	Basic Competence	Indicators	Input	Materials				Teaching and Learning Activities	Kits
					Functions	Grammar	Vocabulary	Media		
Unit 4 My Name is Lintang.	4. Writing 8. <i>Mengeja dan menyalin kalimat sangat sederhana dalam konteks sekolah</i>	Writing 8.1 <i>Mengeja kalimat sangat sederhana secara tepat dan berterima</i> 8.2 <i>Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima dengan tanda</i>	Children are able to: 1. spell names in English; 2. write an address 3. fill a form.	1. spelling alphabet in English 2. spelling names 3. ABC song	A: "What's your full name?" B: "My name is Riza Lintang Sabrina." A: "What is your nick name?" B: "Lintang." A: "How do you spell it?"	♦ Questions using <i>what, where</i> and <i>how</i> . ♦ det+no un+be+ noun	Nouns: I, you, names, places.	♦ Flash cards ♦ Television ♦ DVD player	1. Presentation a. The flashcards of alphabet are read as examples. b. Spelling names are given as examples. c. Writing an address is given. d. Spelling numbers are given. 2. Practice a. The children one by one spell their names. Then, they ask their partner for same questions.	<ul style="list-style-type: none"> • Lesson plan • Teacher's guide • Hand out (script of song, game's rules) • CD of related songs and listening tasks

(continued)

(continued)

Theme	Standard of Competency	Basic Competence	Indicators	Input	Materials				Teaching and Learning Activities	Kits
					Functions	Grammar	Vocabulary	Media		
		<i>baca yang tepat seperti: ucapan selamat, ucapan terima kasih, dan ucapan simpati</i>			<p>B: "L-I-N-T-A-N-G. Lintang."</p> <p>A: "Where do you live?"</p> <p>B: "I live at Jl. Teratai no. 13, Pemalang."</p> <p>A: "Thank you."</p> <p>B: "You're welcome."</p>				<p>b. They write their partners' names and addresses on a panel board and spell it.</p> <p>c. The teacher and the children correct the answer.</p> <p>3. Production</p> <p>a. The children fill a form includes names and address.</p> <p>b. Playing a game "First to say Z"</p> <p>c. The children sit in a circle.</p> <p>d. The rules of the game are given.</p>	

LESSON PLAN

School Name: SDN 14 Pelutan, Pemalang
Subject: English
Class/Semester: V/2
Skill: Writing
Time Allocation: 2 x 35 minutes

Standard of Competency:

8. Mengeja dan menyalin kalimat sangat sederhana dalam konteks sekolah

Basic Competence:

8.1 Mengeja kalimat sangat sederhana secara tepat dan berterima

8.2 Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima dengan tanda baca yang tepat seperti: ucapan selamat, ucapan terima kasih, dan ucapan simpati.

Indicators:

Children are able to:

1. spell names in English;
2. write an address;
3. fill a form.

The goals:

At the end of the lesson the children are able to spell names in English, write an address, and fill a form.

The Steps of teaching and learning activities:

A. Opening:

1. Prayer
2. Checking attendance
3. Warming up:
The alphabet song is played and the children sing it. While singing, they look at the alphabet flashcards.

B. PPP

1. Presentation

- a. The flashcards of alphabet are read as examples.
- b. Spelling names are given as examples.
- c. Writing an address is given.
- d. Pronounce numbers are given.

2. Practice

- a. The children one by one spell their names. Then, they ask their partner for same questions.

- b. They write their partners' names and addresses on a flannel board and spell it.
- c. The teacher and the children correct the answer.

3. Production

- a. The children fill a form includes names and address.
- b. Playing a game "First to say Z"
- c. The children sit in a circle.
- d. The rules of the game are given.

C. Closing

1. Summarizing

In this lesson, the children learn to:

- a. spell names;
- b. pronounce alphabet in English correctly;
- c. write an address;
- d. understand the rules of the game.

2. Further guidance:

- a. The teacher plays the Alphabet song VCD. He isn't allowed to write the lyrics.
- b. The teacher shows the alphabets flashcards to children.
- c. The teacher pronounces the alphabet and numbers in English for many times until the children can pronounce them correctly.
- d. Before playing a game, the children should understand the rule of the game.

3. Reflection:

How much do you learn from this lesson? Put a tick (✓).

Aspects	Very much	Much	Little
Pronouncing alphabet in English			
Spelling names			
Pronounce numbers			
Writing an address			
Filling a form			
Understanding the rules of the game			

D. Media and Source**1. Media:**

- a. Television
- b. CD of songs and listening tasks
- c. VCD player
- d. Alphabets flashcards
- e. Flannel board

2. Source:

- a. The Alphabet song
- b. A game, “First to say Z”
- c. Speed up English 5, Yudhistira
- d. Language Function
- e. Games for children, Oxford University
- f. Cambridge Advanced Learners Dictionary
- g. abcteach.com
- h. www.sparklebox.com

E. The Material :**1. Text:****a. Song****The Alphabet Song**

A you're adorable
 B you're so beautiful
 C you're so cute and full of charm
 D you're a darling
 E you're exciting
 F you're a feather in my arms
 G you're so good to me
 H you're so heavenly
 I you're the one that I idolize
 J we're like Jack and Jill
 K you're so kissable
 L you're the love life in my eyes
 M N O P I could go on all day
 Q R S T alphabetically speaking you're okay
 U make my life complete
 V makes you very sweet
 W X Y Z it's fun to wander through the alphabet with you to
 tell you what it means to me

b. Spelling alphabet

A	/ei/	J	/d ₃ ei/	S	/es/
B	/bi:/	K	/ kei/	T	/ti:/
C	/si:/	L	/el/	U	/ju:/
D	/di:/	M	/em/	V	/vi:/
E	/i:/	N	/en/	W	/ˈdʌb.l̩.ju:/
F	/ef/	O	/əʊ/	X	/eks/
G	/dʒi:/	P	/pi:/	Y	/wai/
H	/eit/	Q	/kju:/	Z	/zed/
I	/ai/	R	/ɑ:r/		

c. Spelling numbers

1	one	11	eleven	21	twenty-one	40	fourty
2	two	12	twelve	22	twenty-two	50	fifty
3	three	13	thirteen	23	twenty-three	60	sixty
4	four	14	fourteen	24	twenty-four	70	seventy
5	five	15	fifteen	25	twenty-five	80	eighty
6	six	16	sixteen	26	twenty-six	90	ninety
7	seven	17	seventeen	27	twenty-seven	100	one hundred
8	eight	18	eighteen	28	twenty-eight	101	one hundred and one
9	nine	19	nineteen	29	twenty-nine	1000	one thousand
10	ten	20	twenty	30	twenty-ten	1001	one thousand and one

2. **Grammar:** Present time, spelling names
3. **Vocabulary:** names of children, numbers, and name of places.
4. **Pronunciation:** pronounce alphabet and numbers in English correctly.
5. **Expression**
 - a. What's your name?
 - b. My name is Lintang.
 - c. How do you spell it?

- d. L-I-N-T-A-N-G. Lintang.
- e. Where do you live?
- f. I live at Jl. Teratai number 13 Pemalang.
- g. I live on Jl. Teratai Pemalang.
- h. I live in Pemalang.

F. Evaluation

- 1. Technique: Monitoring
- 2. Form: Oral and written
- 3. Instrument: alphabet flashcards

G. Scoring

No.	Aspects	Descriptions	Score
1.	Pronunciation	Very good	5
		Good	4
		Enough	3
		Poor	2
		Very poor	1
2.	Content	Very good	5
		Good	4
		Enough	3
		Poor	2
		Very poor	1

Pemalang, April 2012

English Teacher

Student

Wanto

Wahyuningsih
NIM. 04202244064

A GUIDE FOR TEACHERS

For The Reading Skill:

1. Task 1 is a singing task. The teacher plays the songs. He and the pupils sing it together.
2. Task 2, the teacher shows some pictures of public notices ticked on the flannel board. He may choose the pictures in the hands out. He also explains where they used to see those notices.
3. Task 3, the pupils answer the questions; what the rules of the pictures and where they used to see them.
4. Task 4, the pupils give a tick (✓) in the box if the pictures and the rules are match.
5. Task 5, the pupils see the pictures and write down what can we do there according to the pictures.
6. Task 6, the pupils asked to find out the public notices and signs surrounding the school.
7. Task 7 is playing time. The game is *Getting around the town*. The cards for playing are in the hands out.
8. Task 8 is again a singing time.

The rules of the game *Getting around the town*.

1. The children are divided into two groups.
2. The first child rolls the dice and moves his or her counter or vehicle forward. If the counter lands on a red space, the child takes a red card; if on a blue space, he or she takes a blue card.
3. If child 1 takes a notice card, the group chants *What is the rule?* The child answers the first question.
4. If he can answer it correctly, then the group chants for twice *Where do you see the notice?*
5. Again, he should answer the second question correctly then he moves forward to the place on the card. If the answer is wrong, the child does not move
6. The first child to reach 'finish' wins.

PANDUAN MENGAJAR UNTUK GURU

Untuk Keterampilan Membaca:

1. Sebelum mengajar, Bapak/Ibu guru diharapkan menghafal lagu-lagu di dalam unit 3 ini dan mempelajari *listening tasks* agar lebih siap dalam mengajarkan materi.
2. Task 1 dan 6 adalah task menyanyi. Bapak/Ibu guru memainkan lagu-lagu dalam task tersebut. Sebaiknya Bapak/Ibu guru mengulang-ulang lagu sampai para siswa hafal.
3. Task 2, Bapak/Ibu guru menunjukkan gambar-gambar *public notices* dan rambu-rambu lalu lintas kepada siswa sambil menjelaskan maksud gambar serta di mana saja mereka dapat menjumpai gambar tersebut.
4. Task 3, siswa menjawab pertanyaan tentang aturan-aturan yang tertera dalam gambar dan di mana mereka bisa menemukannya.
5. Task 4, siswa member tanda centang (✓) pada kotak yang tersedia di sebelah gambar dengan melihat kesesuaian antara *public notice pictures* dengan orang yang ada di dalam gambar itu.
6. Task 6, guru meminta siswa mencari *public notice pictures* di lingkungan sekolah.
7. Task 7, siswa bermain game *Getting around the town*. Kartu bermain ada di halaman *hands out*.
8. Task 8, sebagai penutup, siswa menyanyi lagu *In the City*.

Aturan permainan ***Getting around the town***:

- 1) Siswa dibagi menjadi 2 kelompok besar.
- 2) Siswa pertama mengocok dadu kemudian dia melangkah sesuai jumlah pada mata dadu yang keluar.
- 3) Jika dia menginjak kotak merah maka siswa tersebut mengambil kartu merah dan jika dia menginjak kotak biru maka dia mengambil kartu biru.
- 4) Sesudah pemain pertama tadi mengambil kartu, kelompoknya akan bertanya "What is the rule?" maka dia harus menjawab sesuai kartu.
- 5) Jika dia menjawab dengan benar maka kelompoknya akan bertanya lagi "Where do you see the notice?"
- 6) Jika jawabannya benar, maka dia boleh melangkah ke tempat sesuai kartu. Sebaliknya, jika jawabannya salah, maka dia diam di tempat.
- 7) Siswa/pemain yang pertama kali mencapai finish maka dialah pemenangnya.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah: SDN 14 Pelutan, Pemalang
Mata Pelajaran: Bahasa Inggris
Kelas/Semester: V/2
Keterampilan: Menulis
Alokasi Waktu: 2 x 35 minutes

Standar Kompetensi:

8. Mengeja dan menyalin kalimat sangat sederhana dalam konteks sekolah

Kompetensi Dasar:

8.1 Mengeja kalimat sangat sederhana secara tepat dan berterima

8.2 Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima dengan tanda baca yang tepat seperti: ucapan selamat, ucapan terima kasih, dan ucapan simpati.

Indikator:

Siswa dapat:

1. mengeja nama dalam alphabet Bahasa Inggris;
2. menulis alamat;
3. mengisi formulir.

Tujuan Pembelajaran:

Pada akhir pembelajaran siswa dapat mengeja nama dalam alphabet Bahasa Inggris, menulis alamat dan mengisi formulir.

Langkah-langkah Kegiatan Belajar dan Mengajar:

A. Pembukaan

1. Berdoa
2. Mengecek kehadiran siswa
3. *Warming up*:
 - a. Guru memutar lagu yaitu *The Alphabet song*, para siswa menyanyikan lagu-lagu tersebut.

- b. Pertanyaan terkait tema diberikan kepada siswa.
- c. Guru memutar CD berisi *listening tasks*.

B. Kegiatan inti

1. Presentasi
 - a. *Flashcards alphabet* dibacakan sebagai contoh.
 - b. Mengeja nama diberikan kepada siswa sebagai contoh.
 - c. Guru memberikan contoh menulis alamat dalam Bahasa Inggris.
 - d. Pelafalan angka dalam Bahasa Inggris diberikan kepada siswa.
2. Praktik
 - a. Siswa mengeja nama mereka satu per satu.
 - b. Siswa bertanya kepada rekannya tentang mengeja nama.
 - c. Para siswa menulis nama dan alamat rekan mereka di papan tulis kemudian mengeja namanya.
 - d. Siswa dan guru mengoreksi jawaban mereka.
3. Produksi
 - a. Siswa mengisi formulir berupa undangan pesta ulang tahun yang meliputi nama dan alamat.
 - b. Siswa bermain game "*First to Say Z*"
 - c. Siswa duduk melingkar.
 - d. Guru memberikan aturan permainan dalam game.

C. Penutup

1. Kesimpulan

Dalam pelajaran ini, siswa belajar:

- a. mengeja nama dalam alphabet Bahasa Inggris;
- b. menulis alamat;
- c. mengisi formulir.
- d. memahami aturan permainan dalam suatu game.

2. Panduan mengajar

- a. Guru memutar lagu *the Alphabet Song* tanpa menuliskan lirik lagunya di papan tulis.
- b. Guru menunjukkan *flashcards alphabet* kepada siswa.
- c. Guru memberikan contoh pengucapan abjad dan angka dalam Bahasa Inggris secara berulang-ulang sampai siswa dapat menirukannya dengan benar.

- d. Sebelum bermain *game*, siswa harus sudah paham aturan bermainnya.

3. Refleksi

Seberapa banyak yang Anda pelajari dari pelajaran ini? Berilah tanda (√).

Aspek	Sangat banyak	Sedang	Sedikit
Melafalkan abjad dalam Bahasa Inggris			
Mengeja nama			
Melafalkan angka			
Menulis alamat			
Mengisi formulir			
Memahami aturan permainan dalam <i>game</i>			

D. Media

1. Televisi
2. *CD of songs and listening tasks.*
3. *VCD player*
4. *Flannel board*
5. *Flashcards*

E. Sumber Belajar

1. Lagu-lagu: *The Verb* dan *In the City*
2. *Game: Getting around the Town*
3. Buku *Speed up English 5*, Yudhistira
4. Buku *Language Function*
5. Buku *Games for children*, Oxford University
6. www.english-4kids.com
7. www.youtube.com
8. www.sparklebox.com

F. Materi Pembelajaran :

1. Text:

a. Song

The Alphabet Song

A you're adorable

B you're so beautiful

C you're so cute and full of charm

D you're a darling

E you're exciting

F you're a feather in my arms

G you're so good to me

H you're so heavenly

I you're the one that I idolize

J we're like Jack and Jill

K you're so kissable

L you're the love life in my eyes

M N O P I could go on all day

Q R S T alphabetically speaking you're okay

U make my life complete

V makes you very sweet

W X Y Z it's fun to wander through the alphabet with you to tell you what it means to me

b. Spelling alphabet

A	/ei/	J	/d ₃ ei/	S	/es/
B	/bi:/	K	/ kei/	T	/ti:/
C	/si:/	L	/el/	U	/ju:/
D	/di:/	M	/em/	V	/vi:/
E	/i:/	N	/en/	W	/ˈdʌb.l̩.ju:/
F	/ef/	O	/əʊ/	X	/eks/

G	/dʒi:/	P	/pi:/	Y	/wai/
H	/eit/	Q	/kju:/	Z	/zed/
I	/ai/	R	/ɑ:r/		

c. Spelling numbers

1	one	11	eleven	21	twenty-one	40	fourty
2	two	12	twelve	22	twenty-two	50	fifty
3	three	13	thirteen	23	twenty-three	60	sixty
4	four	14	fourteen	24	twenty-four	70	seventy
5	five	15	fifteen	25	twenty-five	80	eighty
6	six	16	sixteen	26	twenty-six	90	ninety
7	seven	17	seventeen	27	twenty-seven	100	one hundred
8	eight	18	eighteen	28	twenty-eight	101	one hundred and one
9	nine	19	nineteen	29	twenty-nine	1000	one thousand
10	ten	20	twenty	30	twenty-ten	1001	one thousand and one

d.

2. **Grammar:** Present time, spelling names
3. **Vocabulary:** nama-nama siswa, nomer, dan nama tempat.
4. **Pronunciation:** melafalkan abjad dan nomer dalam bahasa Inggris dengan benar.
5. **Expression:**
 - a. What's your name?
 - b. My name is Lintang.
 - c. How do you spell it?
 - d. L-I-N-T-A-N-G. Lintang.
 - e. Where do you live?
 - f. I live at Jl. Teratai number 13 Pemalang.
 - g. I live on Jl. Teratai Pemalang.
 - h. I live in Pemalang.

G. Evaluasi

1. Teknik: memantau
2. Bentuk: lisan dan tertulis
3. Instrumen: kartu abjad

H. Penilaian

No.	Aspek	Uraian	Nilai
1.	<i>Pronunciation</i>	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Sangat kurang	1
2.	<i>Content</i>	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Sangat kurang	1

Pemalang, April 2012

Guru Bahasa Inggris

Mahasiswa

Wanto

Wahyuningsih

NIM. 04202244064

A GUIDE FOR TEACHERS

For The Writing Skill:

1. Task 1 and 6 are singing tasks. The teacher plays the songs. He and the pupils sing it together.
2. Task 2, the teacher mentions some names then spells them using the alphabet in English and the pupils repeat it. The teacher also gives examples of writing addresses and numbers.
3. Task 3, the pupils work in pairs. They answer questions and write it on the flannel board.
4. Task 4, the teacher gives an example of writing an invitation. The pupils write a birthday invitation to friends using the available forms in the hands out.
5. Task 5, the pupils write their full names and nick name on the available forms.
6. Task 7, the pupils play a game “*First to say Z*”

The rules of the game *First to say Z*:

1. The children sit in a circle. The first child holds the ball and starts the first round. A child may say one, two, or maximum three letters of the alphabet before passing the ball to the next child. For example, Child 1 says *ABC*, child 2 says *D*, child 3 says *EFG*, and child 4 says *HI*.
2. The child who says the letter *Z* wins the round and gets a point. He or she then starts a new round. The game continues until a child has three points.

PANDUAN MENGAJAR UNTUK GURU

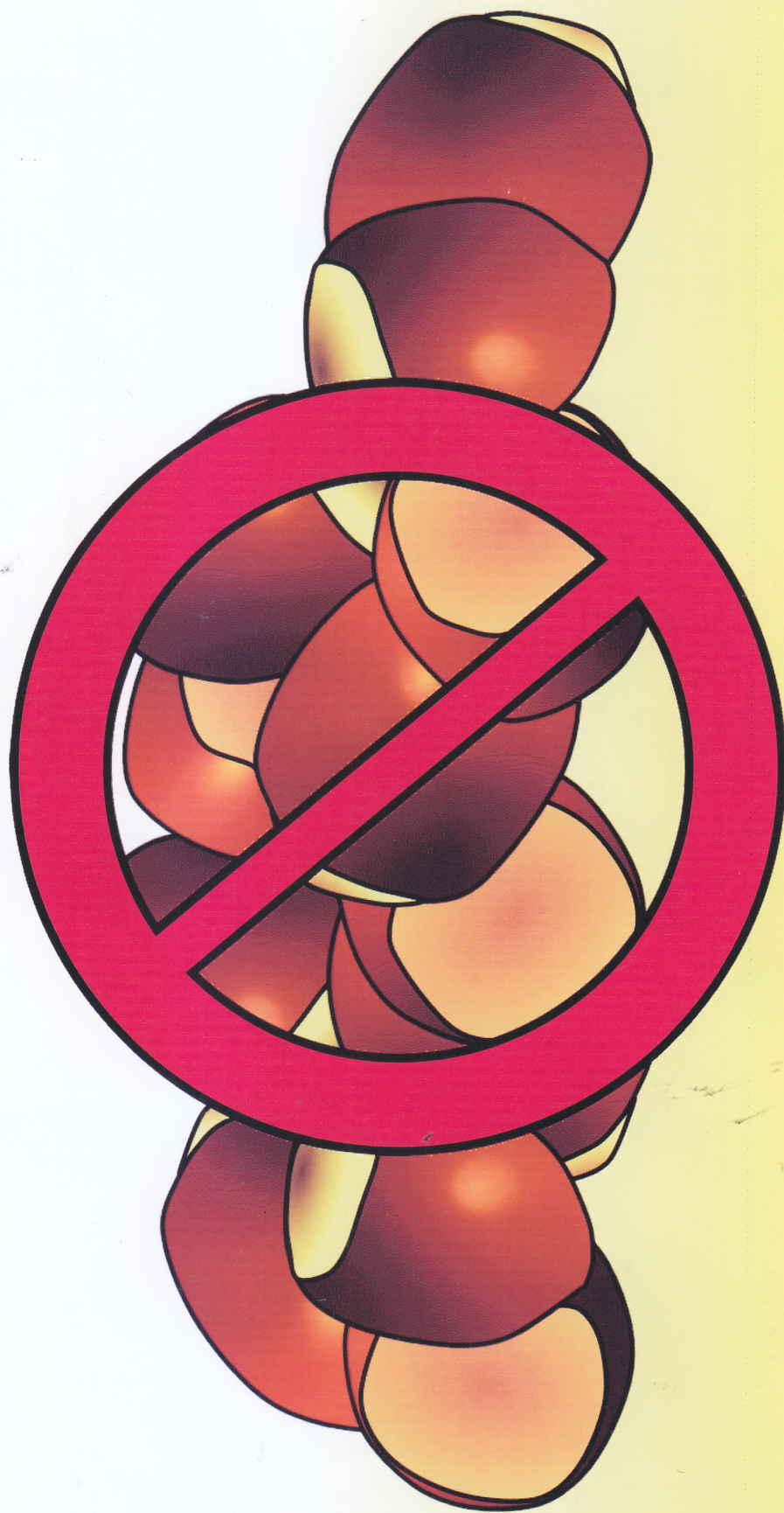
Untuk Keterampilan Menulis:

1. Sebelum mengajar, Bapak/Ibu guru diharapkan menghafal lagu di dalam unit 4 ini dan mempelajari *listening tasks* agar lebih siap dalam mengajarkan materi.
2. Task 1 dan 6 adalah task menyanyi. Bapak/Ibu guru memainkan lagu-lagu dalam task tersebut. Sebaiknya Bapak/Ibu guru mengulang-ulang lagu sampai para siswa hafal.
3. Task 2, Bapak/Ibu guru menyebutkan beberapa nama dan mengejanya kemudian siswa menirukannya. Bapak/Ibu guru juga memberi contoh membaca alamat dan penulisannya dalam Bahasa Inggris.
4. Task 3, siswa bekerja dengan teman sebangku. Mereka menjawab pertanyaan dalam task tersebut dan menulis jawabannya di papan depan di depan kelas.
5. Task 4, Bapak/Ibu guru memberikan contoh menulis undangan pesta ulang tahun yang diikuti oleh siswa dengan menggunakan lembar undangan yang tersedia dalam *hands out*.
6. Task 7, siswa bermain game ***“First to say Z”***

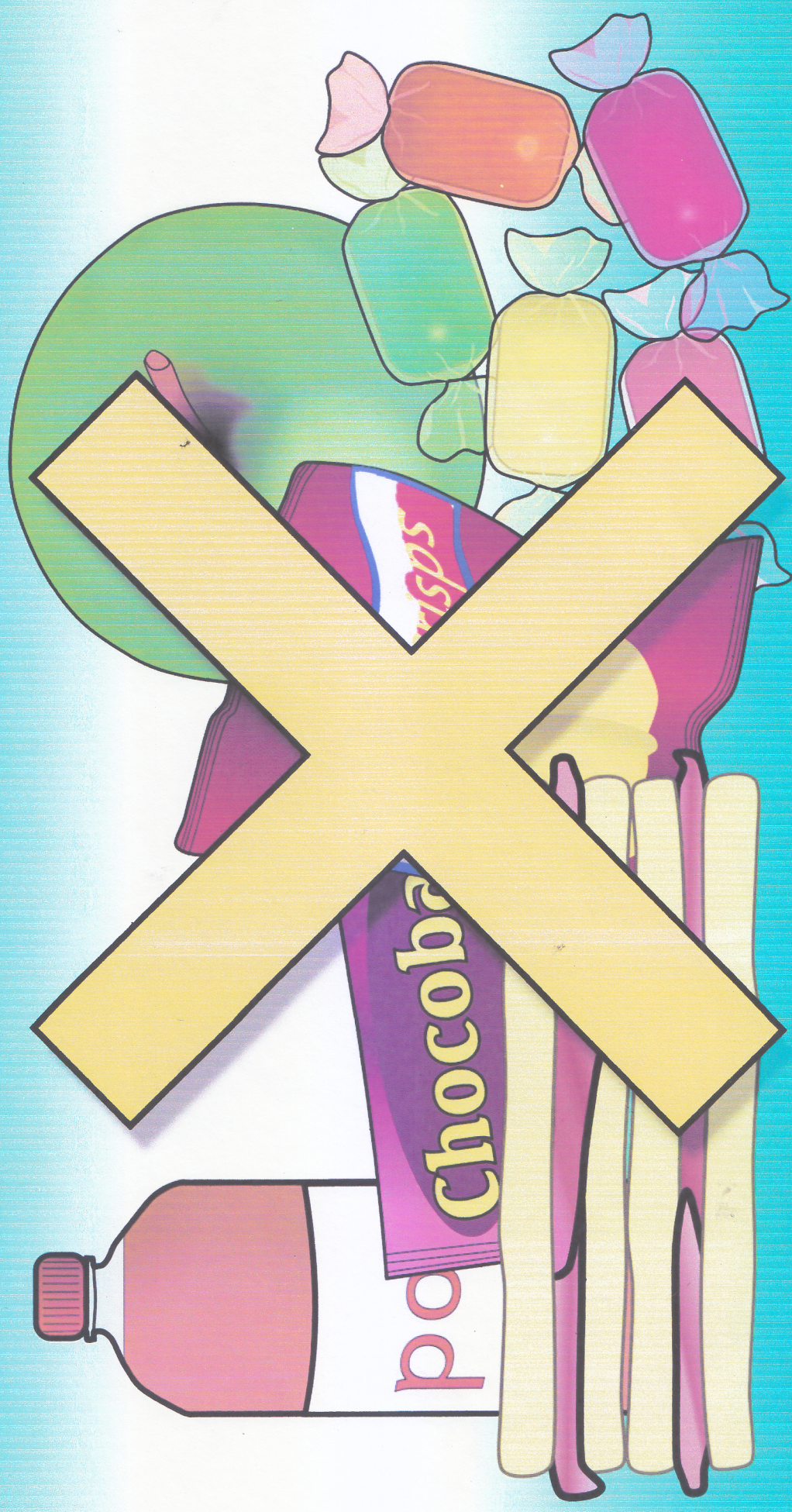
Aturan permainan ***“First to say Z”***:

1. Siswa duduk melingkar. Siswa pertama memegang bola dan memulai putaran. Seorang siswa lain berkata 1, 2 atau 3 huruf abjad sambil mencari nama sesuai abjad terakhir disebut.
2. Siswa pertama kemudian melempar bola kepada siswa berikutnya begitu seterusnya.
3. Siswa yang pertama kali menyebut huruf **Z** maka dialah pemenangnya.

NO NUTS!



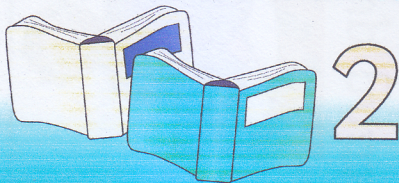
No food or drinks



Use quiet voices



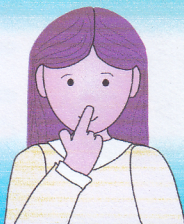
No more than
2 books at a time



I will always
put my hand up



Please whisper



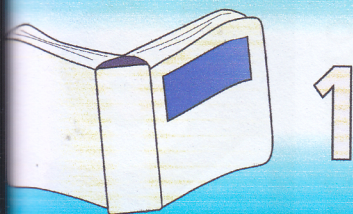
No food or drinks



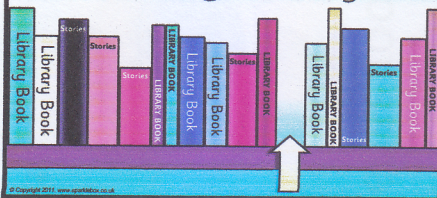
Hands up for help



book at a time

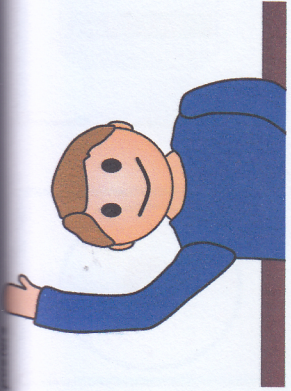


Put books back
where they came from



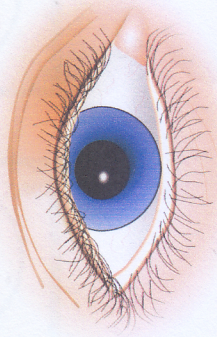
Handle books
with care





hand up to speak

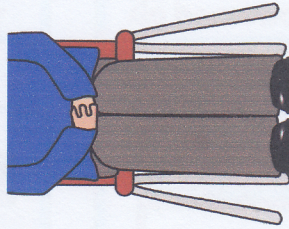
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eyes looking

Good sitting posters

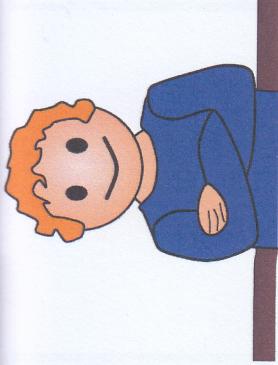
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feet still

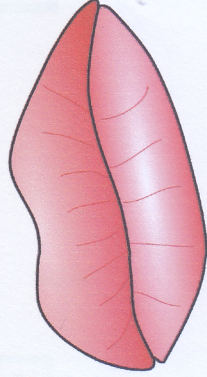
Good sitting posters

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folded arms

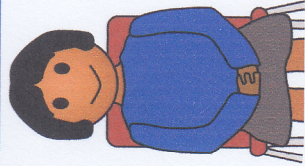
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lips closed

Good sitting posters

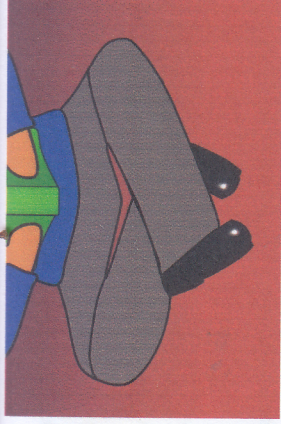
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hands still

Good sitting posters

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crossed legs

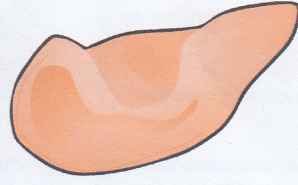
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sitting quietly

Good sitting posters

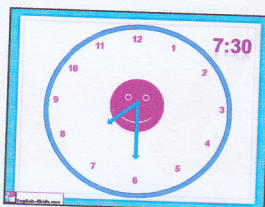
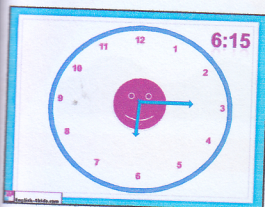
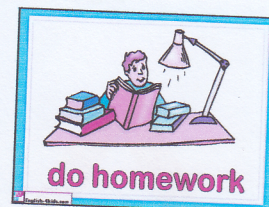
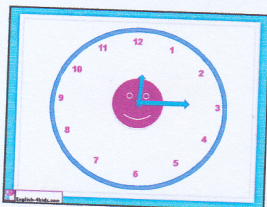
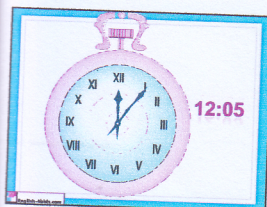
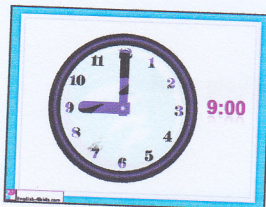
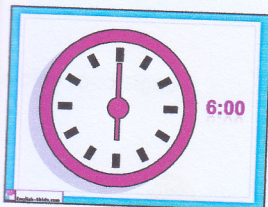
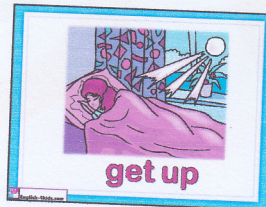
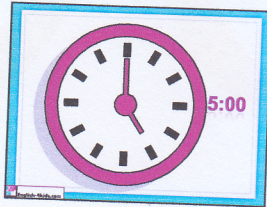
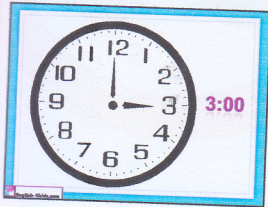
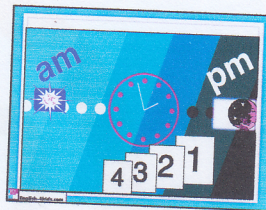
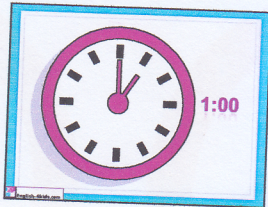
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ears listening

Good sitting posters

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Role-play road signs

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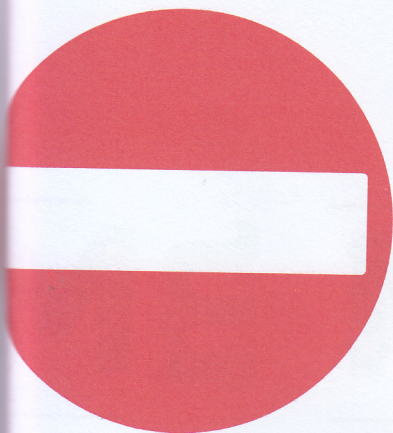


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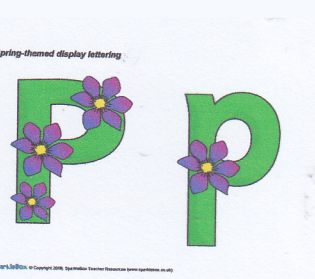
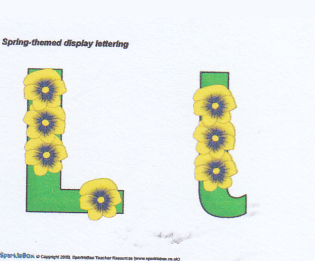
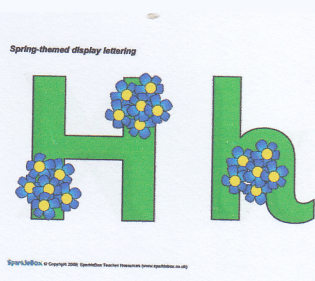
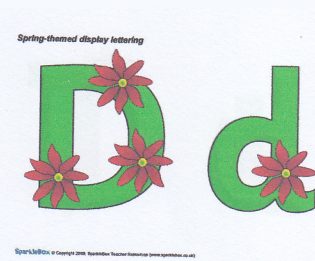


Role-play road signs



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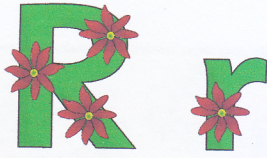


Spring-themed display lettering



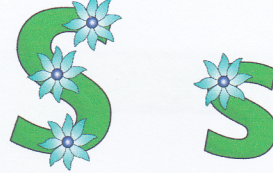
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Spring-themed display lettering



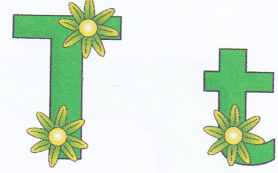
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Spring-themed display lettering



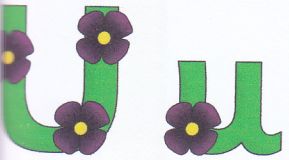
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Spring-themed display lettering



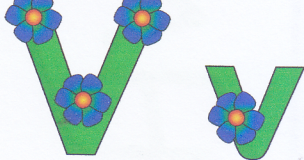
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Spring-themed display lettering



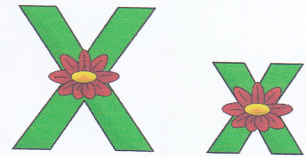
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Spring-themed display lettering



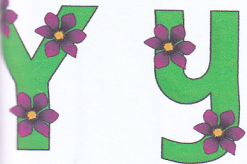
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Spring-themed display lettering



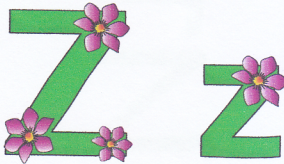
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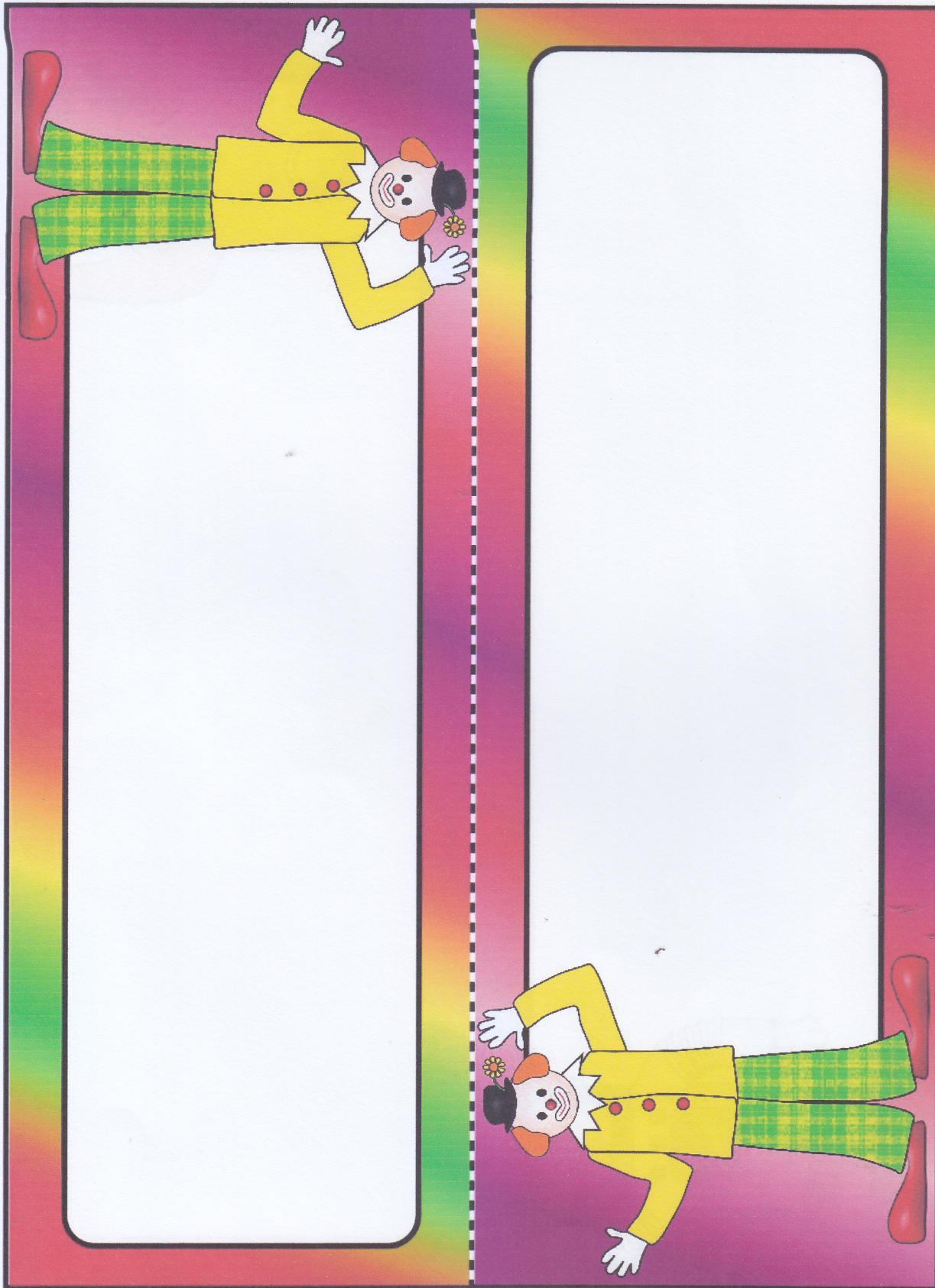


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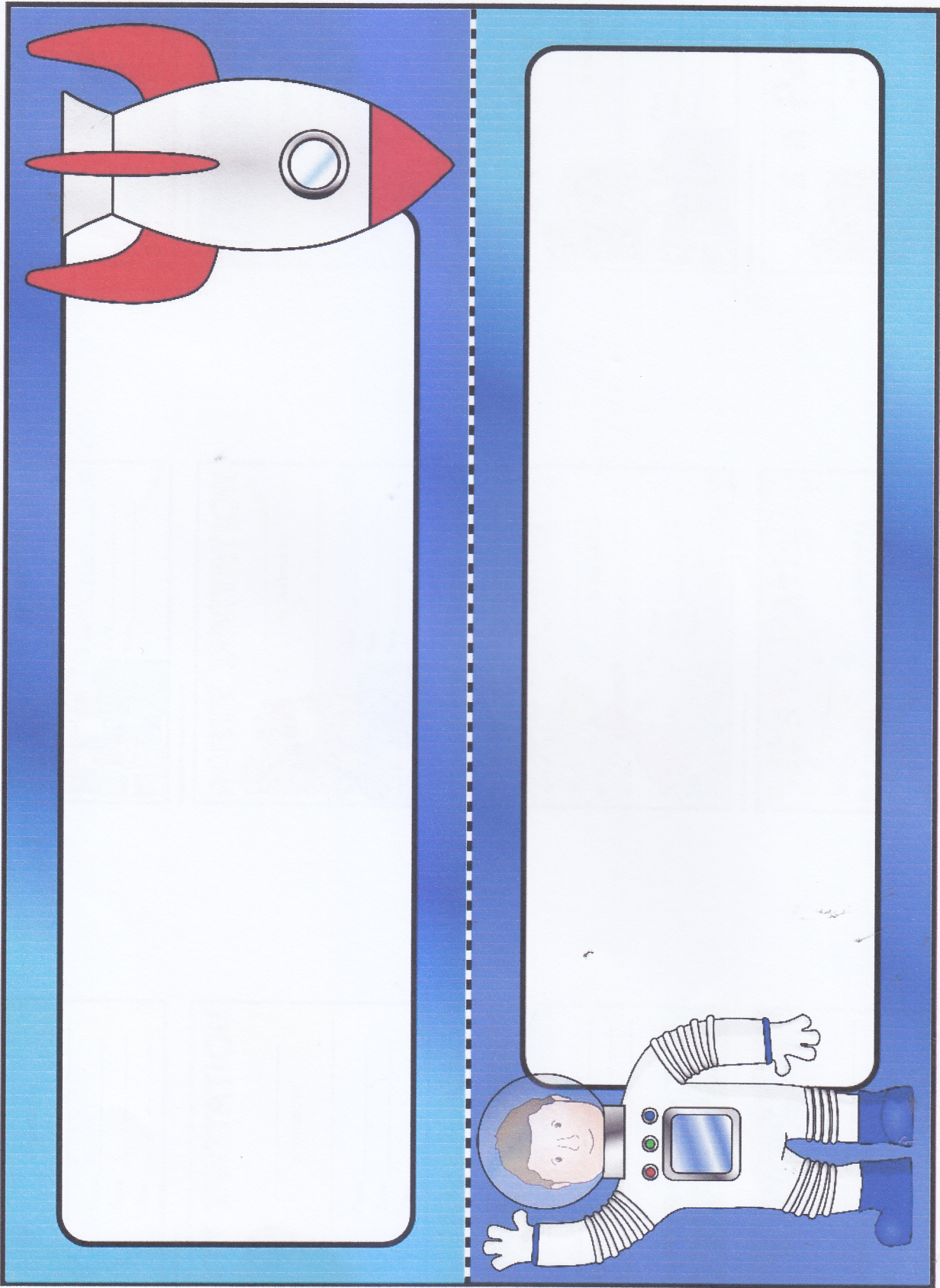
Desktop pupil name labels - large



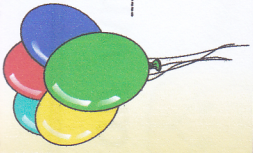
Desktop pupil name labels - large



Desktop pupil name labels - large



PARTY INVITATION

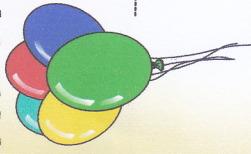


_____ is invited to _____

Place: _____
Date: _____
Time: _____

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PARTY INVITATION



_____ is invited to _____

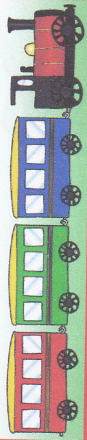
Place: _____
Date: _____
Time: _____

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IT'S A PARTY!

_____ is invited to _____

Place: _____
Date: _____
Time: _____

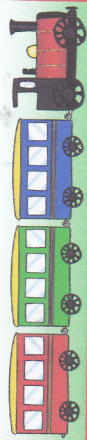


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IT'S A PARTY!

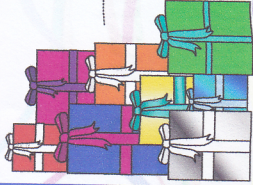
_____ is invited to _____

Place: _____
Date: _____
Time: _____



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PARTY INVITATION

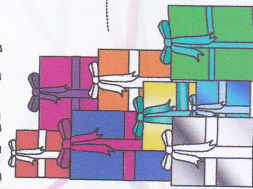


_____ is invited to _____

Place: _____
Date: _____
Time: _____

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PARTY INVITATION



_____ is invited to _____

Place: _____
Date: _____
Time: _____

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It's a Party!

_____ is invited to _____

Place: _____
Date: _____
Time: _____



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It's a Party!

_____ is invited to _____

Place: _____
Date: _____
Time: _____

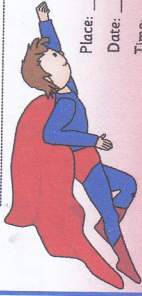


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IT'S A PARTY!

_____ is invited to _____

Place: _____
Date: _____
Time: _____



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IT'S A PARTY!

_____ is invited to _____

Place: _____
Date: _____
Time: _____

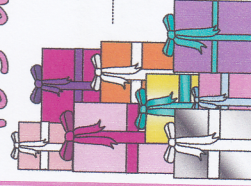


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It's a Party!

_____ is invited to _____

Place: _____
Date: _____
Time: _____

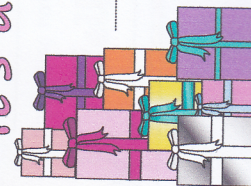


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It's a Party!

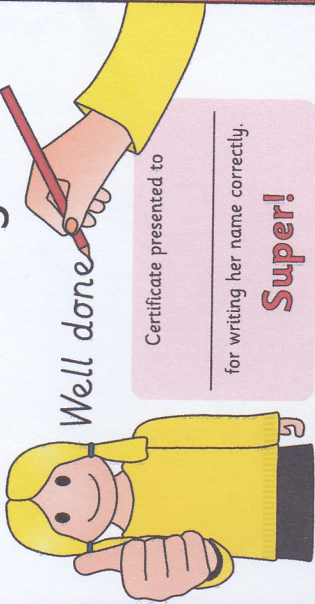
_____ is invited to _____

Place: _____
Date: _____
Time: _____



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I can write my name!



Certificate presented to

_____ for writing her name correctly.

Super!

I can write my name!



Certificate presented to

_____ for writing his name correctly.

Super!

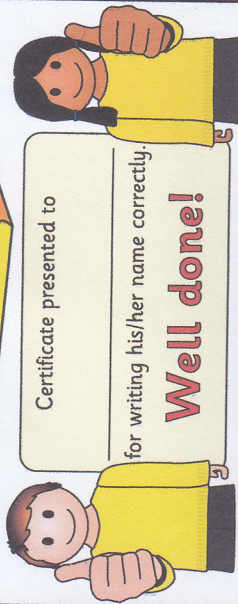
Name Writing Award



Certificate presented to

_____ for writing his/her name correctly.

Well done!



I can write my name!



Certificate presented to

_____ for writing her name correctly.

Super!

I can write my name!



Certificate presented to

_____ for writing his name correctly.

Super!

Name Writing Award



Certificate presented to

_____ for writing his/her name correctly.

Well done!

